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ABSTRACT

Intended as a guide for replicating parts or all of the Mountain-Plains Career Education Model IV, this handbook provides a detailed description of a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. The handbook is divided into seven chapters and is accompanied by a series of sixteen supplementary documents (CE 014 631-646) which are referenced to specific chapters in the handbook and contain policies, procedures, and copies of all forms used in administering the program. Chapter 1 of the handbook gives a broad overview of the program, covering the following elements: program description, program sequence, key concepts, target population served, organizational development, problems in development, and effects to date. Chapters 2 through 7 each cover one operational division of the program in terms of objectives, functions, staffing patterns, and relationship to other divisions. Included are the following divisions: controller services, research services, student services, administrative services, field services, and educational services. (Other related documents produced by the Mountain-Plains program are available in the ERIC system, including descriptions of program and research design, individual case studies, statistical studies, summative evaluation reports, curriculum materials, instructor and administrator guides, and general information.) (BM)

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MOUNTAIN-PLAINS HANDBOOK:

THE DESIGN AND OPERATION OF A RESIDENTIAL, FAMILY ORIENTED CAREER EDUCATION MODEL

Prepared by the Staff of
Mountain-Plains Education and Economic Development Program, Inc.

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August 1976

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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HOW TO USE THIS HANDBOOK

This handbook is designed for use by two general audiences: those interested in a basic description of Mountain-Plains, and those considering replication of the program in whole or in part.

The handbook is divided into seven chapters. Chapter I, An Introduction to the Program, may be read separately if no more than a brief overview is desired. Even for readers wishing additional information, Chapter I provides a good beginning since it sets the stage for the information that follows. Chapters II through VII each cover one operational division of Mountain-Plains in terms of objectives, functions, staffing patterns and relationship to other divisions. These chapters are written essentially from a descriptive rather than a "how to do it" perspective; nevertheless, every effort is made to provide potential replicators with the information they need to initiate program planning. Replicators are reminded that Mountain-Plains was originally implemented as a model. Any attempt at replication must be based on sound goals and objectives that reflect the needs of the target population to be served. A program which works well for a midwestern, rural population will not necessarily be appropriate for an eastern, urban population. Therefore, some flexibility and ingenuity in applying the concepts presented here are essential.

A series of supplementary documents, which contain policies and procedures and copies of all forms used in administering the Mountain-Plains program, complement this handbook. Readers are referred to appropriate supplementary materials throughout the handbook, and are invited to use them as guides to procedures or as samples. Mountain-Plains staff feel it is essential that potential replicators be fully cognizant of the enormous volume of paperwork required in implementing a program of Mountain-Plains' scope. No way could this be more strongly emphasized than through actual presentation of the program's elaborate record keeping system. The reader is asked to note further that this system is designed to facilitate interdepartmental communication. Most forms and documents pass through many hands--e.g., from registrar to advisor to counselor to instructor. This system keeps staff aware of the functions of other departments and also up-to-date on students' progress. The success of Mountain-Plains rests on an integrative approach; all departments must work in harmony--not in isolation--to educate the student.

Some redundancy among chapters will be apparent. References to individualized instruction or an open entry/open exit format, for example, are frequent. This is deliberate since it is assumed that few readers will go through the entire handbook sequentially--nor is it designed to be read in that fashion. It is intended as a reference document, with sections clearly labeled for the reader's convenience.

To facilitate use of this handbook as a reference, an abstract of each chapter has been prepared. Abstracts are printed on colored paper so that the reader can turn to them easily. Each abstract highlights underlying assumptions (that is, the basic philosophy) presented in each chapter, the key concepts (or operational procedures) and notes to replicators, presented in the form of suggestions. Some procedures implemented at Mountain-Plains have, certainly, been far more successful than others. In many cases, plausible reasons for relative success or failure, and suggestions for improvement, are posed for the reader's consideration.

The abstracts serve two purposes. For the reader who wants a concise but comprehensive picture of Mountain-Plains, the abstract alone should provide adequate information. But readers who want detail are also encouraged to read the abstracts first to see precisely what information is presented in each chapter.

Within some chapters, typical experiences of Mountain-Plains students are presented in the form of short vignettes. These illustrations are intended to help explicate procedures by putting them in a real life context. Experiences are based on actual events and are selected to be representative of the Mountain-Plains population. At the same time, in the interest of preserving students' anonymity, all situations have been modified slightly, and all student names are fictitious.

Readers should find the List of Mountain-Plains acronyms (immediately following the Preface) helpful; this list can be removed for handy reference, then reinserted later.

Finally, it is recognized that no document, regardless of how comprehensive or detailed, can provide all needed information. Additional questions concerning Mountain-Plains are welcome and should be addressed to--

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PREFACE

In 1971 the Office of Education funded a five-year research and development effort to create and test a residential family development program. This program would be designed to improve the employability and family functioning of rural disadvantaged families within a six-state region comprising Montana, North Dakota, South Dakota, Wyoming, Nebraska and Idaho. The research and development contract was accepted by Mountain-Plains Education & Economic Development Program, Incorporated, and the program was located at Glasgow Air Force Base, Montana. Supervision of the contract was later assumed by the National Institute of Education (NIE). Program development was completed in 1975 and the program is now in the final stages of testing.

As with any research program, the research and development efforts--including a description of the research design, questions studied, and results--must be documented. In addition, because an objective of the present effort is to create a model which can be replicated in other areas of the nation, this document must describe program operations and components in sufficient detail to allow other professionals to recreate the program.

The Mountain-Plains program is the subject of this document. Seven chapters describe the program in terms of staffing, equipment required, operational procedures and budget. This document can be obtained from the ERIC system; the appropriate access code will be available by early fall 1976. Copies of the forms utilized in each component are contained in supplementary volumes.

In addition, occasional reference is made to specific Mountain-Plains reports and manuals which were delivered to NIE over a four-and-one-half year period under the terms of Mountain-Plains' contract. Many are on file with ERIC, and each report and manual is available on request from either NIE or Mountain-Plains.

It is hoped that this document will prove a useful resource for replicators and others wishing to learn more about Mountain-Plains' philosophy, procedures and outcomes.

Thomas R. Flores
Deputy Director

LIST OF MOUNTAIN-PLAINS ACRONYMS

API:	Adult Problem Inventory (test)
CMI:	Career Maturity Inventory (test)
CTBS:	Comprehensive Test of Basic Skills
DET:	Developmental Employability Trait (form)
EDP:	Electronic Data Processing
GATB:	General Aptitude Test Battery
GED:	General Educational Development
GSA:	General Services Agency (for purchasing)
JTTR:	Job Title Tests Report (form)
LAP:	Learning Activity Package
LEG:	Learning Experience Guide
MIQ:	Minnesota Importance Questionnaire
MPC:	Mooney Problem Checklist (test)
OVIS:	Ohio Vocational Interest Survey
POI:	Personal Orientation Inventory
SES:	Student Evaluation of Staff (questionnaire)
SI:	Student Inventory
SPR:	Student Progress Record
STPO:	Student Terminal Performance Objective
SWP:	Student Work Plan
VITA:	Volunteer's Income Tax Assistance
WRAT:	Wide Range Achievement Test
16 PFC:	Sixteen Personality Factor Form C

CHAPTER I:

AN INTRODUCTION TO THE PROGRAM

CONTRIBUTING AUTHORS

Bruce C. Perryman
Thomas R. Flores

ABSTRACT OF CHAPTER I

INTRODUCTION

Mountain-Plains Education and Economic Development Program, Incorporated, is a nonprofit corporation chartered by the State of Montana and funded through the National Institute of Education for a five-year cycle of research and development under the designation "Career Education Model IV." Mountain-Plains is located on the partially deactivated Glasgow Air Force Base in northeast Montana. Now nearing the end of its five-year research and development effort, the program is in the process of documenting results.

Mountain-Plains is regional in scope, serving rural residents of Montana, Idaho, North Dakota, South Dakota, Nebraska and Wyoming. Approximately 200 families are served at any given time by Mountain-Plains. The average family remains with the program for a period of eight months. Students who successfully complete a Mountain-Plains occupational program are assisted in placement and relocation.

PURPOSE OF CHAPTER I

This is the first chapter in a document designed to provide a resource for future replicators. Chapter I presents a broad overview of the program, covering--

- Program Description
- Program Sequence
- Key Concepts
- Target Population Served
- Organizational Description
- Problems in Development
- Effects to Date

Chapter I may be read singly, or as a preface to the other six chapters, each of which describes one division of Mountain-Plains in depth.

KEY CONCEPTS

1. The program's target population includes unemployed or underemployed persons who are educable, but who lack saleable skills. Persons with severe mental or physical handicaps, nonreaders, and those who are college educated are referred to more appropriate institutions for assistance.

2. The program includes comprehensive family education, with occupational preparation available for both husband and wife, and counseling services for all family members.

3. All testing is criterion referenced, and no grading system is used.

4. All curriculum is individualized and designed to give students maximum control over their own education.

5. Mountain-Plains supports a human development philosophy which emphasizes positive reinforcement for success and elimination of deficiencies through negotiated change.

6. The program is designed to reflect societal needs; occupational curriculum is based upon a thorough, regular analysis of the current job market to ensure that students are trained for work in areas where jobs presently exist.

7. The Mountain-Plains program operates in a controlled environment in which student residence, rate of pay, and other factors influencing student life are predetermined and consistent.

UNDERLYING ASSUMPTIONS

1. It is essential to focus on the family as a unit, not just on the individual.

2. Family-oriented career education, offered in a residential setting, can lead to improved employability, standard of living and life satisfaction for a disadvantaged population.

3. Provision of a comprehensive support program and services is necessary to help students acquire and enhance the life skills they will need to maintain a job and enjoy family life.

4. Onsite student housing helps students become more fully involved in the program and promotes a sense of community that increases program success.

5. Simulation of real life situations (e.g., paying students a stipend according to classroom attendance) makes the educational experience more beneficial to students and helps prepare them for the realities of post exit life.

6. A complete career preparation program, like Mountain-Plains, must include provisions for student placement and followup.

SUMMARY OF DEVELOPMENTAL PROBLEMS DISCUSSED IN CHAPTER I

The following problems are cited as illustrative of the difficulties which any new program may encounter during its developmental stages. Strong leadership and highly organized internal management and record keeping systems proved key factors in overcoming the difficulties noted here. Potential replicators may find Mountain-Plains' experience useful in anticipating and avoiding similar problems.

1. Internal controversies regarding program design led to high administrative staff turnover early in the program.

2. Four major changes necessitated great staff flexibility during program design and implementation:

   - Evaluation became the responsibility of every program component, not just a special division.

   - Previously sequential steps in program design were implemented simultaneously whenever that approach seemed more efficient.

   - Through improved internal communications, staff acceptance of a goal-oriented approach to program design was increased.

   - It was necessary to hire new staff throughout the course of program development in order to provide the wide range of expertise needed.

3. Because little available curriculum was suitable for use at Mountain-Plains, staff were required to write their own curriculum.

4. Creation of new curriculum entailed some corresponding restructuring of internal management and student record keeping systems.

5. Many auxiliary problems were generated or aggraveted by--

   - The geographic isolation of Mountain-Plains
   - Administrative complexities inherent in conducting a program on a military facility
   - Misconceptions about the program commonly held by local residents
   - The need to staff an individualized program with persons trained to work in traditional settings
   - The difficulty of conducting ongoing program development while providing a full range of program services to 200 student families.

SUMMARY OF EFFECTS TO DATE

1. Program studies indicate strong gains in acceptance of self and others, reliance upon personal judgment, ability to focus on the task at hand, and increased ability to enjoy interpersonal relationships.

2. Approximately 75 percent of entering Mountain-Plains families complete the program.

3. Of those who complete, 89 percent are employed within three weeks following program exit.

4. The income gain for completing students three weeks post program exit averages $107 per month for the head of household.

5. According to a third-party analysis conducted in 1974, Mountain-Plains' cost/benefit ratio is highly favorable.

6. Employed Mountain-Plains graduates rank high in measures of job satisfaction and on all dimensions of satisfactoriness as rated by employers.

AN INTRODUCTION TO THE PROGRAM

Mountain-Plains Education and Economic Development Program, Incorporated was formed to administer a U.S. Office of Education grant to develop, operate and evaluate Career Education Model IV, a residential education program for rural disadvantaged families. The program was initiated in early 1971 with the formation of a Board of Directors and subsequent charter as a nonprofit corporation by the State of Montana. Mountain-Plains is currently operating under Contract NE-E-3-0298 with the National Institute of Education, and is nearing completion of its five-year research and development effort.

Mountain-Plains' goals relate to four major areas:

1. Design: To design and implement an educational model
2. Research: To research and evaluate the effects of the model
3. Products: To provide guidelines, methods and procedures, research reports, cost analyses, and curriculum with potential application in other educational settings
4. People: To provide career education for a significant number of rural families within a six-state region.

Mountain-Plains is regional in scope, serving residents in the rural areas of Idaho, Montana, Nebraska, North Dakota, South Dakota, and Wyoming. Mountain-Plains has established field offices in the capital cities of each state it serves. The program center, located near the community of Glasgow in northeast Montana, is a tenant organization of the partially deactivated Glasgow Air Force Base. The program has approximately 140 staff at the Glasgow Center, with an additional 18 in the six field offices.

PROGRAM DESCRIPTION

Residential in nature, Mountain-Plains relocates student families, recruited from each of the six states, to its modern housing facilities at Glasgow Air Force Base. The program serves, at any one time, approximately 200 student families averaging four members each. The program's educational focus encompasses the entire family--not just the head of household. Indeed, the basic premise underlying the operation is that family-oriented career education, offered in a residential setting and implemented through a comprehensive family-focused human development approach, represents an effective method of improving the employability, standard of living, and life satisfaction of a disadvantaged population.

Families enter the program weekly and exit when their program is completed--after an average of eight months. This weekly open entry/open exit approach to education is successful at Mountain-Plains largely because the program is entirely individualized. Family and student participation, as well as eventual program completion, follow an individual plan based upon each student's goals. Student plans recognize existing skill levels as measured by pretests. The curriculum developed by Mountain-Plains is entirely individualized. Individual diagnostic and prescriptive mechanisms determine required levels and sequences of instruction, then allow students to progress at their own speed. Consequently, no two students in an instructional area are likely to be, at any given time, at the same point in the curriculum.

Program completion is defined by Mountain-Plains as validation by the adult member or members of the family in all prescribed program areas--including validation by the head of household in an occupational skill. Validation is equivalent to the mastery of performance objectives as measured by posttests.

Either the husband or wife may be designated head of household. A married partner is then designated spouse. The person with the highest historical income is considered the head of household. An unmarried student of either sex is, of course, automatically designated head of household.

Each head of household is expected to participate a minimum of 35 hours per week in the formal program. Spouses (either male or female) must participate at least 35 hours per week until such time as the minimum prescribed program for both adults--the Family Core Curriculum--is completed. A spouse may then select an occupational preparation area, but is not required to do so. Both adults must validate Counseling; this may require anywhere from a single evaluation session to the entire time a student spends in the program.

At Mountain-Plains the Occupational Preparation Program stresses mastery of identified essential competencies for entry level positions in selected career areas. Currently available career clusters include Building Trades and Services, Mobility & Transportation, Marketing & Tourism, and Office Education. There are approximately forty individual careers within these clusters for which occupational preparation is available.

In addition to occupational preparation, Mountain-Plains provides a variety of comprehensive support programs and services including--

1. A Foundation Education Program consisting of curriculum in math skills and communication skills. Student completion levels in Foundation Education are determined by, and tailored to fit, the specific career choice each student makes.
2. A comprehensive Career Guidance Program which is required for both adults, as well as a Career Development Program which features "world of work" simulation.
3. Family and individual Counseling. Counseling is also available for older children based on need.
4. A Family Core Curriculum designed to provide both the head of household and the spouse with home management, health, consumer education, parenting, community participation, and leisure time skills.
5. A developmental Early Childhood Education program for pre-school children.
6. Basic medical care through contracted services.
7. Financial support of the family while in the program.
8. Full placement services.
9. Supportive followup during, and on occasion following, placement.

PROGRAM SEQUENCE

Student families are recruited through field offices located in the capital cities of the six states served by the program. Field office staff are responsible for recruitment, placement and followup support, and data collection followup, as well as liaison with state and local agencies. In recruiting students, field office staff use a variety of sources including state and private agencies, civic and church groups, Indian groups, current and former students, and listings of families who have applied for economic or social rehabilitation services in the past. Because an average of three families apply for every one that Mountain-Plains can accommodate, selection must be based on specific criteria. These are described briefly under Target Population, beginning on page 15.

For the new student family, the first week onsite is devoted to Orientation. Following Orientation, all adult students are enrolled in the Family Core Curriculum, which lasts approximately four weeks.

The Family Core Curriculum includes Health Education, Home Management, Consumer Education and Parent Involvement. During this period, students also begin Career Guidance, and may be assigned a counselor. Career Guidance and Counseling are separate program elements at Mountain-Plains.

Career Guidance gives both adults an opportunity to discover and explore a wide range of potential careers and to gauge their own career aptitudes and interests before entering an occupational area. By the time a student family terminates the Family Core phase, each head of household and interested spouse has participated in writing his/her individual career development plan and is ready to begin formal career preparation. The written career development plan may call for emphasis on math and communication skills as well as continuing personal/family development.

Placement procedures are initiated two months prior to a student family's predicted completion date. At this time, field office staff in the state(s) indicated by the student as choice of residence are notified. Relying upon student information, employer contacts, state employment agencies, and knowledge of state conditions, field office staff proceed to identify likely areas of employment.

Field office staff and the onsite student family maintain regular contact during the final two months of the family's stay in the program. When employment openings in the requested geographic area are discovered, the completing student usually travels from the center to the area for interviews--at Mountain-Plains' expense. Resumes, recommendations, and final transcripts are made available to potential employers at this time.

RESEARCH AND DEVELOPMENT

Mountain-Plains has been a research and development program. The five-year research cycle has encompassed five phases:

- Phase 1 - Conceptualization
- Phase 2 - Feasibility Testing
- Phase 3 - Program Development
- Phase 4 - Program Evaluation
- Phase 5 - Documentation and Dissemination.

The basic experimental design adopted by Mountain-Plains is a pretest/posttest control group design. Mountain-Plains' research involves descriptive statistics, measures of association, and both multivariate and univariate testing for statistical independence, as well as case studies. Cost-benefit analysis is also an integral part of the research design.

The design requires regular research followup at six-month intervals for all exited families (both successful completers and dropouts), a nonattending control group equated by randomization, plus special indepth followup on representative samples of students. This design allows Mountain-Plains to answer with confidence questions regarding program effects.

KEY CONCEPTS

Comprehensive Family Education

Achieving and maintaining gains is difficult when the emphasis revolves around only one family member. The disadvantaged individual who is placed in an educational environment and introduced to personal success and change, only to be returned to a family/interpersonal environment that remains unchanged, is likely to show a high failure rate with regard to both life satisfaction and employability. Because life satisfaction and employability are Mountain-Plains' stated goals (as well as those of education/manpower/poverty programs generally) the family approach is considered essential to program design.

Individualized Instruction

At Mountain-Plains, instruction is individualized/independent. Once a student selects a career, pretest scores are used in developing education plans which allow that student to enter an instructional area at his/her current level. The student then progresses at his/her own rate to acquire the skills needed to succeed in the chosen career. Similarly, the student chooses, directly or indirectly, programs that will enhance personal and family development. These programs are also individualized, in terms of both content and student application. As a consequence, Mountain-Plains' students have control over their own education--a desirable end at any educational level, and essential for adult education.

Criterion Referenced Testing

Mountain-Plains uses only criterion referenced classroom testing. No attainment testing is normative. No grading system is used. The student either validates (i.e., demonstrates competency in) a particular skill or repeats a necessary portion of the curriculum. This not only allows Mountain-Plains to state with some certainty what a completing student can do, but also allows students to negotiate a program at a rate commensurate with their ability and experience. Some students complete a given program in as little as four months, whereas others may take a year. Additionally, the entire Mountain-Plains system operates on the principal of positive reinforcement--a student either experiences success or repeats the curriculum until he/she does experience success. Testing and success occur at very short increments thereby greatly improving the low self-confidence that typifies the Mountain-Plains target population.

Human Development Philosophy

Mountain-Plains supports the concept of developmental education. Students are assisted in discovering and developing their most prominent positive assets. Their pertinent deficiencies become subjects for negotiated change through behavioral contracting, reinforcement and successive approximation. This developmental approach minimizes any categorization of students as "good" (A) or "poor" (F) students--labels which do not correlate with out-of-school performance. Mountain-Plains deals with individuals' human strengths and weaknesses by making student and educator partners in the overall learning process. Learning occurs in stages--with the student proceeding at his/her own rate, using whatever strategies or resources seem most appropriate.

Keyed to Societal Reality

Each occupational area offered for instruction at Mountain-Plains is derived from job market projection in the six-state area. Regular scrutiny of the current job market eliminates the practice of educating students for careers where employment is unavailable. Further, each career field offered by Mountain-Plains has gone through a task analysis; classroom subjects and attainment levels are both career specific and relevant. In place of standard textbook education, career preparation is based on a set of specific performance objectives that Mountain-Plains identifies as necessary for entry into and progression through a chosen career. In addition, affective development focuses on specific personality dimensions which are known correlates of effective personal, family, and career functioning.

Controlled Environment

Much of the student environment is under Mountain-Plains' control. Mountain-Plains rents student housing and pays students a weekly stipend for class attendance. Payroll procedures are designed to simulate real life situations. Students receive up to $85 a week for their participation, provided they have no unexcused absences. They receive time cards, which are stamped in various classes, and each student is paid only for actual hours of attendance. A student leave policy--which provides for personal, emergency and sick leave--further controls absences.

TARGET POPULATION

The program's target population includes rural residents of the six states which the program serves. Families of two or more members with at least one adult are eligible for program participation. Student families are selected in accordance with a number of criteria. Inclusive selection criteria require that the family be unemployed or underemployed, with insufficient saleable skills.

Exclusive criteria disqualify non-readers, those possessing severe medical disabilities, and the college educated. Other institutions are better able to deal with these populations, and students are often referred to a more appropriate institution at the time of their initial contact with Mountain-Plains staff.

Mountain-Plains' target population ranges from those whose needs could not be fully met by traditional rehabilitation or maintenance programs, to those who, because of personal or financial constraints, could not successfully negotiate public post-secondary institutions. This population is generally educable, but unskilled or underskilled, and characterized by a poor self-concept or poor work habits, and by limited access to available educational alternatives.

The average Mountain-Plains student is 26 years of age, dropped out of school in the 11th grade, reads at an 8th grade level, and does math at an 8th grade level. Only a quarter of all entering students have had any formal institutional vocational training and, for those who did, the training was minimal. Over 60 percent of the population entering Mountain-Plains is at or below the poverty level as defined by the Office of Economic Opportunity.

On psychological tests, Mountain-Plains students score an average of one standard deviation below norm on such known correlates of successful social, vocational, and family functioning as inner directedness, time competence, and self-concept. According to psychological tests recording clinical variables, Mountain-Plains students tend to be more neurotic than the general population.

The population served by Mountain-Plains is precisely that with which the program was directed to deal: a disadvantaged population experiencing unemployment or underemployment and needing assistance to break their dependence upon societal support.

PROBLEMS IN DEVELOPMENT

Mountain-Plains' success was not easily won. Eighteen months after initiation of the program, personnel changes occurred in five of six top management positions. Serious controversies concerning program and curriculum design and the role of research and development created and reinforced an atmosphere detrimental to healthy professional dialogue.

These controversies were eventually resolved on the basis of strong leadership and thorough research concerning the needs of society and the target population. One purpose of this document is to help future replicators foresee and minimize potential problems.

At least four major changes occurred during the program's design and development. Originally it was assumed that research, and particularly evaluation, could be accomplished by a single program component--a Research Services Division. Because of the complexity of the program, that approach was found to be unworkable. Consequently, evaluation became the responsibility of every component within the project. Coordination of this effort, and the provision of technical assistance, became the responsibility of the Research Services Division. It was recognized that evaluation could not be separated from treatment, but must instead be integrated with that treatment. Further, it was recognized that evaluation could not be instituted as a "closed system" merely paralleling the remainder of the program.

A second adjustment followed the realization that a program such as Mountain-Plains design could not be efficiently designed one step at a time as typically described in the textbooks. For example, the writing of instructional objectives could not be completed before the instruments necessary for measuring their attainment were chosen and the programs designed. It proved more efficient to begin these subsequent steps when objectives were clearly stated but not yet in final form. Many objectives were clarified through the process of program design; others took form as the means by which they would be measured (i.e., specific tests) were identified. Mountain-Plains staff concluded that several steps in program design often could, and should, occur simultaneously.

A third, and positive, change in program development was the increased acceptance and understanding of Mountain-Plains' research function among staff. Improved communication allowed increased staff sophistication and participation in objectives development and evaluation. Gradually, staff came to accept, and even prefer, the goal-oriented approach to program design.

Finally, it was discovered that various types of technical expertise were required during the course of program design and development. Initially, technical expertise in system design was required. Shortly thereafter, expertise in formulating, evaluating, and reformulating objectives became necessary. Later, there emerged a need to solidify and polish tests and other measurement devices. Finally, there was need for expertise in interpreting and writing results. It was difficult to find staff with expertise in all of these phases. Consequently, it became necessary to add new staff as the evaluation effort proceeded.

Because of the unique nature of the program and its target population, very little currently available curriculum was found to be appropriate for use at Mountain-Plains. Therefore, staff undertook development of their own curriculum. The Mountain-Plains pattern for curriculum development included--

1. Identification of detailed and sequenced performance activities required for the achievement of respective student terminal performance objectives and job skills.

2. Development of a format and system for constructing learning activity packages (LAPs) as vehicles for student attainment of these performance activities. Each LAP was to be self-contained with pretest and posttest, and organized into units and courses.

3. In-service training of 40 to 50 staff members in the preparation of LAPs.

4. Supervision and coordination of staff as they conducted task analyses, and created content or adapted selected existing content to this curriculum approach, and then constructed comprehensive pretests and posttests (both cognitive and performance) for each area.

5. Creation of forms, procedures, computer programs and a staff of full-time advisors to guide and monitor each student through the total program.

Mountain-Plains' overall curriculum development goal was to create a learner-centered environment within which the instructor would serve as a resource person. The student generally acts as his/her own curriculum manager, with the instructor daily monitoring and facilitating student progress. With computer assistance, a central office monitors student progress at a less detailed level and coordinates the student's entire schedule.

The program experienced some early problems in curriculum production. Increased demand for accountability, combined with internal controversy and extensive turnover among administrative staff precipitated a need for almost total program restructuring. Record keeping systems had to be redesigned and new curriculum prepared while the program continued to serve a full complement of student families. The required curriculum development was accomplished through careful management and the addition of temporary staff. Organized by courses and units, the curriculum now includes some 2,700 learning activity packages.

A variety of auxiliary factors contributed to the difficulty of program development: the geographical isolation of the program; the military red tape consequent to operation on an Air Force facility; fears and misconceptions which local townspeople held about the program; the difficulty of creating an individualized human development program staffed by persons trained to work in traditional programs; and the problem of successfully coordinating program development while simultaneously serving 200 student families.

EFFECTS TO DATE

Mountain-Plains' research findings are reported in detail in the final chapter of this volume. Nevertheless, some current statistics are useful in indicating the nature and scope of effects to date. There is strong evidence that Mountain-Plains is cost beneficial, significantly increases employability, enhances personal development, increases job satisfaction, and enables persons who were previously problem employees to make above average contributions to their occupational fields. By fall 1976, the full body of comprehensive research evidence and conclusions will be on file with NIE.

Followup Results

Program studies indicate that Mountain-Plains students make strong gains in such core personal dimensions as acceptance of self and others, reliance upon personal judgment, ability to focus on the task at hand, and increased ability to enjoy genuine interpersonal relationships.[1] Approximately 75 percent of Mountain-Plains student families complete the program. Three weeks postprogram, 89 percent of completing heads of households are employed; only 45 percent are employed prior to entering the program. The income gain for completing students three weeks postprogram averages $107 per month for the head of household. Preliminary data on family income six months postexit indicates an even more favorable gain.[2] Additionally, Mountain-Plains graduates rank well above all worker norms on work satisfaction as measured by the Job Descriptive Index[3] and on all dimensions of satisfactoriness as rated by employers on the Minnesota Satisfactoriness Scales.[4]

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[1] Rowan W. Conrad and Herbert A. Schwager. Impact of Group Counseling on Self and Other Acceptance and Persistence with Rural Disadvantaged Student Families. Glasgow: Mountain-Plains Press, June, 1974, passim.

Also see: Rowan C. Conrad and Alan C. Mayotte. Effects of a Group Counseling Model on Self Concept and Related Variables with Adult Members of Disadvantaged Families. Glasgow: Mountain-Plains Press, September, 1974, passim.

[2] Preliminary data from special in-depth followup studies conducted an average of 10 months postexit. For study description see: Rowan C. Conrad, David A. Coyle, and Douglas Myers. In-Depth Study of Exited Families: A Summary of the Research Design. Glasgow: Mountain-Plains Press, November, 1974, passim.

[3] P.C. Smith, et al. The Measurement of Satisfaction in Work and Retirement. Chicago: Rand McNalley, 1969, passim.

D.L. Gibson, et al. "Minnesota Studies in Vocational Rehabilitation," XXVIII. Manual for the Minnesota Satisfactoriness Scales. Minneapolis: Industrial Relations Center, University of Minnesota, 1970, passim.

Cost/Benefit Analysis

It currently costs approximately $14,000 to maintain and educate a family of about 3.5 members at Mountain-Plains. This figure is calculated on the basis of total monthly operational program expense, divided by the number of families in the program, and multiplied by average family length of stay: approximately eight months.

A third party cost/benefit analysis contracted by Mountain-Plains[5] concluded that the program has a dollar payback period (5.4 years) well within that assumed by economists to indicate a favorable cost/benefit ratio. This analysis focused entirely upon family income increase without attempting to gauge the additional benefits related to such program goals as personal development or life satisfaction.

ORGANIZATIONAL DESCRIPTION

Mountain-Plains' services are provided to student families through three operational divisions: State Operations, Student Services, and Education Services.

State Operations include Student Placement services and contact with the six State Offices.

Student Services include Counseling, Community Development and Recreation, and Career Guidance.

Education Services include Foundation Education, Occupational Preparation, the Family Core Curriculum and the Early Childhood Education Program.

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[5] Larry Blair, and Steven Seninger. "Report of Benefit-Cost Analysis of the Mountain-Plains Program," Vol. 1. Proposal FY75-FY76 Career Education Model IV. Glasgow: Mountain-Plains Press, July 1, 1974, pages 31-41.

Several programs within Education Services can be further broken down. Foundation Education includes Mathematics Skills and Communication Skills. Occupational Preparation includes the four instructional cluster areas of Building Trades, Marketing and Tourism, Mobility and Transportation, and Office Education. Family Core Curriculum includes Health Education, Parent Involvement, Home Management, and Consumer Education.

Controller's Services provides student and institutional accounting and basic program support, including maintenance of over 200 student housing units and 11 institutional buildings. Controller's Services also includes Property Control and Purchasing, Personnel Services, and Reprographics Services.

Research Services provides direction in internal and external program evaluation, and curriculum development and evaluation. This component includes the Test Center and Data Control offices.

The chart on page 22 illustrates the interrelationships among Mountain-Plains administrative and functional components.

CONCLUSION

Mountain Plains is both integrative and innovative: integrative, in that the program effectively merges into one comprehensive scheme a number of components employed individually elsewhere; innovative, in that through a combined developmental and pragmatic approach, the program offers students a unique educational experience. Following is a closer look at Mountain-Plains integrative and innovative characteristics.

Integrative

Mountain-Plains has adapted for its own use program elements developed by institutions of various types and implemented at different levels. For instance--

1. Health care and community child care at Mountain-Plains most resemble those of established poverty/rehabilitation programs.
2. Foundation Education is a traditional secondary school function.
3. Specific occupational preparation is usually a vocational education function.

4. Personal developmental counseling of the Mountain-Plains type is normally only available in colleges and universities.

5. Individual tailoring of study plans is usual only in university graduate education.

Innovative

Mountain-Plains has developed, in response to its own needs, certain program elements which are totally unique. For instance--

1. Extensive and sophisticated Career Guidance and Career Development both as a program element and as a prelude to career choice and study

2. Emphasis on the relevant as opposed to the traditional in curriculum

3. A comprehensive completion reward system

4. A family focus

5. Integration of cognitive, psychomotor, and affective development.

In terms of program evaluation, Mountain-Plains has developed systems and procedures that extend current theory and practice--most notably in the areas of cost/benefit analysis, affective assessment, and the application of criterion referenced attainment testing.

Mountain-Plains does not compete with high schools, vocational schools, or colleges on the one hand, or mental/physical, health/rehabilitation agencies on the other. Instead, Mountain-Plains contributes materials, program components, and procedures to each of these, while enabling an otherwise overlooked segment of the population to experience greater success in their education, chosen occupations and general life style than was formerly possible. Mountain-Plains may well become an educational landmark in the development and delivery of comprehensive educational services--particularly to the nation's adult population.

CHAPTER II:

CONTROLLER'S SERVICES DIVISION

CONTRIBUTING AUTHORS

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ABSTRACT OF CHAPTER II

INTRODUCTION

Chapter II summarizes the record keeping and budgeting procedures which fall within the Controller's Services Division. Controller's Services comprises two major components: 1) Accounting and 2) Student Scheduling, Attendance and Data Collection. The purpose of the Chapter is to review primary objectives of the Controller's Services Division, and to show how various divisional components interact to fulfill those objectives. General procedures and staffing patterns are discussed. A more detailed overview of procedures, supplemented by sample administrative forms, is contained in the Student Flow Through and Monitoring System Manual.

UNDERLYING ASSUMPTIONS

1. Interdivision communication is important to successful program management. At Mountain-Plains such communication is facilitated through weekly meetings between the Controller and component supervisors.

2. The accounting component must have well defined procedures, yet be flexible enough to reflect the various stages of the program's life:

    - Start-up
    - Research and Development
    - Operation
    - Replication

3. An electronic data processing system is essential to an efficient accounting system in a program of Mountain-Plains' scope.

4. All accounting staff should be thoroughly familiar with necessary accounting forms, the chart of accounts, and financial policies and procedures.

5. Mountain-Plains' nontraditional open entry/open exit approach to education makes careful monitoring of student activities essential.

6. Simulation of real world experiences makes an educational program more beneficial to students. Therefore, Mountain-Plains students must earn their $85 per week stipend through class attendance, which is carefully recorded on time cards. (Unexcused absences result in a deduction from the stipend--generally at a rate of $2 per hour.)

KEY CONCEPTS

1. A major function of the Controller's Services Division is to ensure interdivision coordination of efforts.

2. Additional responsibilities include the dissemination of reports to NIE and to other divisions, maintaining liaison with outside agencies (including other base tenants and local merchants), and assisting all Mountain-Plains divisions in maintaining budget control.

3. A comprehensive accounting component permits projection of budgetary trends, and facilitates the itemized breakdown of student costs necessary to analyzing and increasing program efficiency.

4. In establishing accounting procedures for Mountain-Plains, distinctions were made among the following:

   o Start-up costs

   o Operational costs, including--

     --overhead costs

     --direct student support costs

     --instructional costs

     --research-related costs

5. The primary objective of the accounting component is to facilitate the gathering, summarizing and reporting of financial activities and their effects on the program.

6. Accounting comprises three subcomponents:

   - General Accounting (to process and meet everyday operating costs)
   - Student Accounting (to assist student families in relocating to Glasgow)
   - Budgeting (to review and analyze monthly and year-to-date expenditures)

7. Regular managerial reports and sophisticated inhouse dissemination procedures help ensure the interdivision communication necessary to facilitate a student's easy transition from one program component to another.

NOTES TO REPLICATORS

1. It is suggested that an electronic data processing system be utilized from the outset. Should the cost of installing such a system at the program site be prohibitive, one viable alternative is to contract this service (e.g., Mountain-Plains contracts the services of a data processing bureau in Butte, Montana, 500 miles from Glasgow).

   If for some reason a manual system is used at the time of program implementation, it is imperative that charts of accounts and other electronic data processing codes be entered on all accounting documents to facilitate transition to an electronic system at some later date.

2. Ensure that the complete accounting system is staffed and operational before any students enter the program.

3. Financial control and coordination of the accounting system with overall program operations should be the responsibility of a controller or accounting manager.

4. Allow enough flexibility in accounting procedures to accommodate program changes or additions.

5. Ensure that all accounting staff are thoroughly familiar with necessary accounting forms and instructions, use of the chart of accounts, and all financial policies and procedures.

6. It is suggested that accounting staff have experience in industrial as well as educational accounting.

7. Monitoring systems--including all forms and procedures--should be operational before any students enter the program.

8. It is suggested that the registrar's office, student advisors, Scheduling and Data Processing all be under direct supervision of the director or deputy director.

CONTROLLER'S SERVICES DIVISION

MANAGEMENT AND ORGANIZATION

CONTROLLER'S SERVICES DIVISION
MANAGEMENT AND RESPONSIBILITY

RESPONSIBILITY

Controller's Services is a support service comprising two distinct program components: Accounting and Data Services. The Controller's Division is responsible for financial and student control and reporting. Each component pursues defined objectives relating to student progress reports, physical accountability, financial control and reporting. In addition, Controller's Services is responsible for interdivision coordination of efforts--of major importance in monitoring and reporting student performance and determining costs.

ADMINISTRATION

Controller's Services employs a total of thirteen staff members. The controller, who has overall responsibility for the division, meets weekly with component supervisors on both an individual and a group basis to discuss planning, implementation and information sharing. Additional division meetings are held when appropriate.

EXTERNAL COMMUNICATIONS

Controller's Services is responsible for managing all NIE deliverables as well as other formal division products. In addition, a portion of the Quarterly Management Report is prepared by division staff. Staff also develop and maintain links with outside agencies (other base tenants, the base contractor and local merchants) on an as-needed basis.

BUDGET

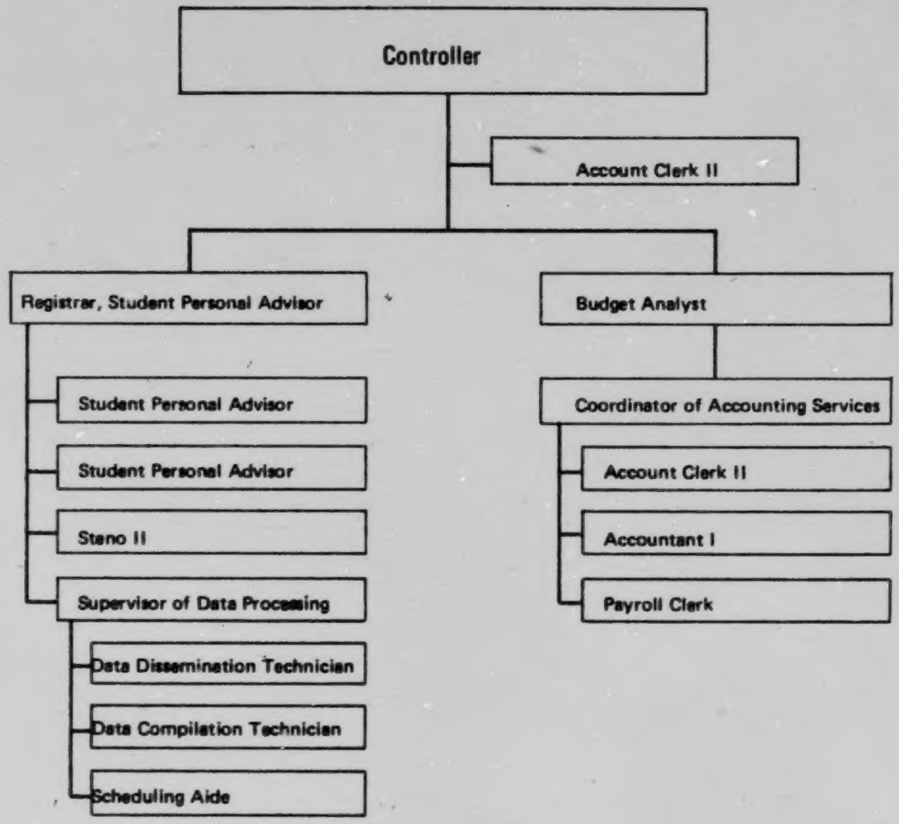
To ensure the optimum use of program resources, the Controller's Division administers the Direct Student Support budget and assists in administration of all other division budgets. Trends are statistically projected and any deviations over or under budget are analyzed monthly. This ensures that budgetary limitations are not exceeded and provides management with information relative to trends which could cause concern.

CONTROLLER'S SERVICES DIVISION

TOTAL BUDGET

	Accounting	Data Center	Total
Salaries & Burden	$ 90,184	$ 92,025	$182,209
Equipment	297	1,070	1,367
Data Service Bureau	27,847	12,240	40,087
Travel	2,000	2,203	4,203
Office Expenses	2,500	2,430	4,930
Telephone	1,900	3,100	5,000
TOTAL	$124,728	$113,068	$237,796

CONTROLLER'S OFFICE STAFFING CHART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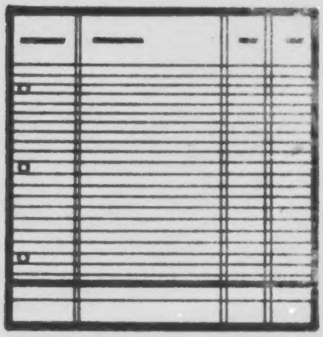
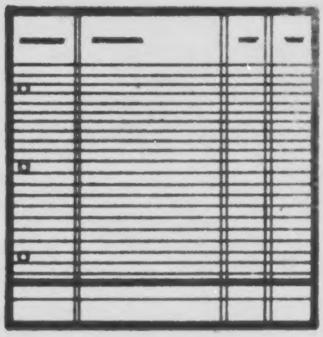
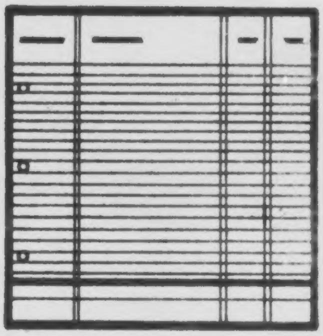
Account Clerk II
Registrar, Student Personal Advisor
Student Personal Advisor
Student Personal Advisor
Steno II
Supervisor of Data Processing
Data Dissemination Technician
Data Compilation Technician
Scheduling Aide
Budget Analyst
Coordinator of Accounting Services
Account Clerk II
Accountant I
Payroll Clerk

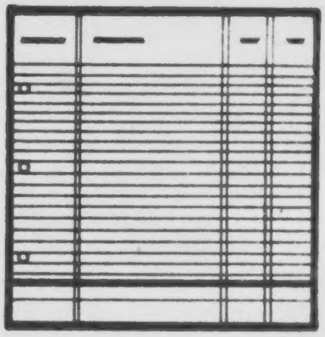


CONTROLLER'S SERVICES DIVISION



ACCOUNTING COMPONENT





ACCOUNTING COMPONENT

DEVELOPMENT AND CONCEPTUALIZATION

Mountain-Plains was required by law to establish an accounting component to monitor dollars spent under the contract grant, and provide necessary support for various student services. In addition, accounting meets the overall program need for financial control and cost analysis. Mountain-Plains' accounting component was established through a synthesis of cost accounting and student data collection systems.

Once basic accounting needs were identified, Mountain-Plains established procedures for meeting those needs by considering such questions as--

- What should be included in financial reports and to what audience should those reports be addressed?
- What are the essential start-up costs?
- When do such costs cease and operational costs begin?
- What expenditures are labeled overhead costs, direct student support costs, and instructional costs?
- What research expenditures can be identified, and how are they best accounted for?

Although the cost accounting component was organized in 1971, the student information system was not fully programmed and operational until mid 1972. At that time, the cost accounting system and student collection system merged, enabling Mountain-Plains to reduce its operational cost per student family by approximately $4,000. Once high cost areas were identified, procedures could be implemented, and class loadings and spending habits modified to reduce overall cost.

Initially, financial functions at Mountain-Plains were performed by a certified public accounting firm and an affiliated electronic data processing service bureau subcontracted by the Board of Directors. A chief accountant hired by Mountain-Plains in September 1971 gradually took over the functions originally performed by the accounting firm. Since some electronic data processing programming had already begun, and the service bureau was competent and their cost competitive, management chose to continue with their services.

The service bureau is located at Butte, Montana, 500 miles from the program site. Though this distance creates some communication problems, the cost of operating a comparable electronic data processing system onsite is prohibitive.

COMPONENT RESPONSIBILITY

The Accounting component is responsible through the controller to the deputy and executive directors. Day-to-day operations are communicated verbally, and formal, written reports are submitted monthly to the deputy and executive directors.

COMPONENT OBJECTIVES

The major Accounting objective is development of an operational accounting system to facilitate the gathering, summarizing, and reporting of financial activities and their effects on the program. The Accounting component is comprehensive, yet flexible enough to reflect the various stages of growth throughout the program's life: start-up; research, operation and replication. The system is detailed enough to determine accurate cost per student contact hour at the lowest component level, and to itemize expenses within that component. Such comprehensive capability was necessary to properly analyze day-to-day costs, or break out any one of several components for replication purposes.

COMPONENT FUNCTIONS

To meet the conceived financial needs of the corporation--gathering and summarizing cost data, servicing student financial needs, and ensuring financial control--three Accounting subcomponents were placed under the direct supervision of the controller: General Accounting, Student Accounting and Budgeting.

General Accounting

General Accounting was initiated in order to process and meet everyday operational costs such as payments to vendors, salaries, travel expense reimbursement and other miscellaneous staff expenses. This information is recorded, gathered and summarized through data processing, and a balance sheet audit is performed monthly to determine the accuracy of information gathered. Administrative overhead is allocated to all remaining divisions on the basis of salary, with direct labor used as the basis for allocating cost. Review of this summarized information may lead to audits of the other component areas, particularly as exceptions are noted. External reports are submitted to government units, the corporate Board of Directors, and other agencies. Because of the unique costing system the tasks performed by General Accounting must be adhered to closely. These tasks fall within the following categories:

- Accounts Payable
- Voucher and Check Processing
- Travel Expense Vouchering
- Consulting Agreements
- Subcontractor Agreements
- Batching
- Staff Payroll
- Administrative Overhead Allocations
- Salary Functions
- Closing and Proofing
- Cash Flow
- General Ledger Analysis
- Cash Request
- Document Flow
- Petty Cash Funds
- Telephone Logs

Student Accounting

Student Accounting was formed to assist student families in relocating to Glasgow A.F.B. This component lends financial support to families through weekly stipends and handles various financial emergencies on an on-call, day-to-day basis.

Student Accounting tasks fall within the following categories:

- Relocation and Dislocation
- Student Stipend
- Student Accounts Receivable
- Food Stamp Sales and Checkout
- Student Time Cards

Budgeting

Budgeting was created to review and analyze monthly and year-to-date expenditures. Emphasis is placed on budgetary control. The system allows for statistical examination of present needs, and future budgetary projections based on historically projected costs, program objectives, and analysis of current and forecasted economic conditions. Budgeting encourages division directors to act in harmony with overall financial program objectives. The system provides up-to-date information on the cost of educating student families in each occupational area, and the total cost of maintaining an average family onsite until the head of household completes occupational preparation.

Budgeting initiates and disseminates internal reports to division directors for use in planning. External reports are prepared for the Board of Directors, governmental units and other interested outside parties.

Research and development costs are considered independently from operational costs. This procedure allows all financial activity to be traced from the time funds are assigned for the new fiscal year until year-end final balance is achieved. The primary purpose for establishing an automated financial accounting system on a centralized basis is to enhance program financial control.

Additional budgeting tasks fall within the following categories:

- Budget Control
- Budget Review and Analysis
- Budget Preparation
- Travel Authorization Completion
- Expense Report Completion

- Processing Purchase Requisitions
- Processing Purchase Orders
- Purchase Order File System
- Purchase Requisition Logging System

(See Accounting Procedures and Forms for allocation procedures.)

INTERCOMPONENT FUNCTIONS

The Accounting component interrelates with all program components from initial budget preparation to the time the final check is issued for the fiscal year. Educational Services and Student Support Services are analyzed to determine cost effectiveness and ensure financial control. Integration of the costing system with student data control permits monitoring of these areas on both a current monthly basis and a cumulative monthly basis.

Other components are monitored monthly to ensure budgetary control. Monitoring of such documents as purchase requisitions, status forms, and consulting agreements from all component areas allows incorporation of control procedures before funds are actually authorized and committed.

Input regarding total student attendance hours, student financial emergency costs and numbers of incoming and outgoing students allows Student Accounting to operate according to standardized guidelines established by management.

Inventory control is maintained through purchase orders; costs are classified via encumbrance accounting methods. Additional audits monitor movement of equipment from one budget center to another.

EXTERIOR FUNCTIONS

Monthly billing vouchers submitted to the funding agency are supplemented by a monthly detail of line item costs. Quarterly budget status reports are also sent to the funding agency; these reports explain budgetary deviations and actions taken to correct the situation.

Mountain-Plains utilizes a major portion of the community facilities. The controller is therefore a member of the Community Budget-Working Group, to which various community tenants belong. Community tenants share operating costs for the community recreational program and maintenance costs for community roads and grounds. Members review any proposed expenditures beyond regular operating costs and retain the right to approve or veto such expenditures. External reports are provided to various governmental units such as the IRS, state payroll offices for worker's compensation, and unemployment offices.

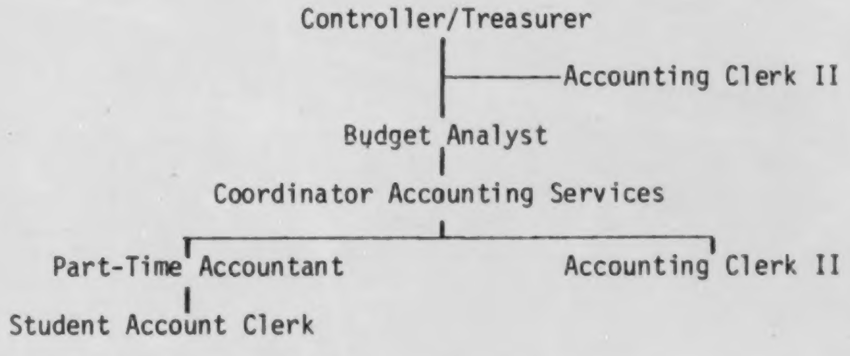
RESOURCES

Staff

Accounting component staff include a controller/treasurer, a budget analyst, a coordinator of accounting services, a student account clerk, a student accountant, an accounting clerk, and a part-time accountant.

The controller/treasurer is responsible for operation of the Accounting Department. As a member of the Executive Council, the controller assumes primary responsibility for overall program budgeting and cost accounting, and for reporting to Board Management the financial implications of program costs. The controller/treasurer should have both experience and educational background in administering government grants and writing budget proposals. The following organizational chart illustrates the interrelationships among accounting staff.

THE ACCOUNTING STAFF


Controller/Treasurer
Accounting Clerk II
Budget Analyst
Coordinator Accounting Services
Part-Time Accountant
Accounting Clerk II
Student Account Clerk

The budget analyst is responsible for the preparation, coordination, and administration of long- and short-range operating budgets. A bachelor's degree in accounting, and experience are required. The budget analyst is responsible to the controller and assumes the controller's duties in his/her absence.

The coordinator of accounting services is responsible for the overall operation of the Accounting Department. A degree and background in accounting are required for this position.

The student accountant is responsible for student and staff payroll. The student accountant clerk coordinates all other financial arrangements affecting student families. Both positions require training and/or experience in accounting. The account clerk provides clerical and stenographic support; the position requires secretarial training or experience.

Facilities

The Accounting Department occupies seven offices. An additional room adjacent to the student payroll office serves as a student waiting room.

Equipment

A calculator is needed for each of the seven Accounting employees. Miscellaneous equipment includes a small safe, a check protector and filing cabinets.

COMPONENT INFORMATION SYSTEM

The Accounting component information system depends on input provided through--

- Purchase Requisitions
- Purchase Orders
- Invoices
- Dislocation
- Relocation
- Student Stipend

- Emergency Student Requests
- Status Forms
- Petty Cash Requests
- Travel Authorizations
- Travel Expense Reimbursement Requests
- Requests for Audits.

Accounting component information system output consists of--

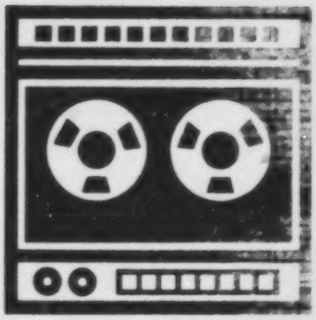
- Incumbrance reports for each division
- Programmatic overview of program budget status (monthly)
- Divisional overview of division budget status (quarterly)
- Management suggestions to remedy problem areas (monthly)
- Cash requests to funding agency based on gross expenditures
- Payroll reports to federal and state agencies (as required)
- Cost per instructional area and other student support areas based on cost effectiveness of their component (monthly)
- Total cost per student family
- Cost per attended hour by instructional area and student support areas
- Related cost effectiveness
- Internal audit reports to management (as requested).

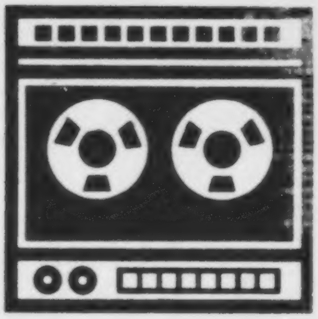
COMPONENT IMPLEMENTATION SUGGESTIONS

The controller or accounting manager must be involved in program management in order to maintain financial control and coordinate an accounting system synchronized with overall educational operations. The complete accounting system component should be operational before staff and students enter the program.

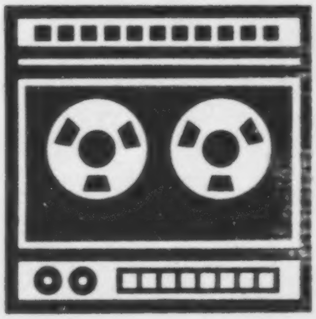
A proven and competent data processing service bureau or inhouse data processing system is vital. If for some reason a manual accounting system has to be used at the outset, it is imperative that the chart of accounts and other electronic data processing codes be entered on all accounting documents; these documents can then be processed electronically at a later date. The chart of accounts should be sufficiently flexible to accomodate program changes or additions.

All staff should be acquainted with necessary accounting forms and instructions, use of the chart of accounts, and all financial policies and procedures. Accounting staff should have experience in industrial as well as educational accounting.

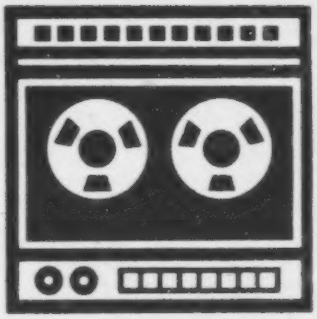




CONTROLLER'S SERVICES DIVISION



STUDENT SCHEDULING ATTENDANCE AND DATA COLLECTION COMPONENT



STUDENT SCHEDULING, ATTENDANCE, AND DATA COLLECTION COMPONENT

DEVELOPMENT AND CONCEPTUALIZATION

The unique educational philosophy and nontraditional instructional method of an open entry/open exit educational program such as Mountain-Plains makes the monitoring of student activities imperative. A comprehensive monitoring system requires centralized and individualized educational recordkeeping, as well as a device for monitoring student attendance and total term of enrollment. A precise method of class scheduling, conducive to an open entry/open exit program, is also necessary. Additionally, it is important to monitor student academic progress within all program phases and to project required completion times for all students. The registrar's office, student personal advisors, and Scheduling, and Data Control offices are responsible for these functions.

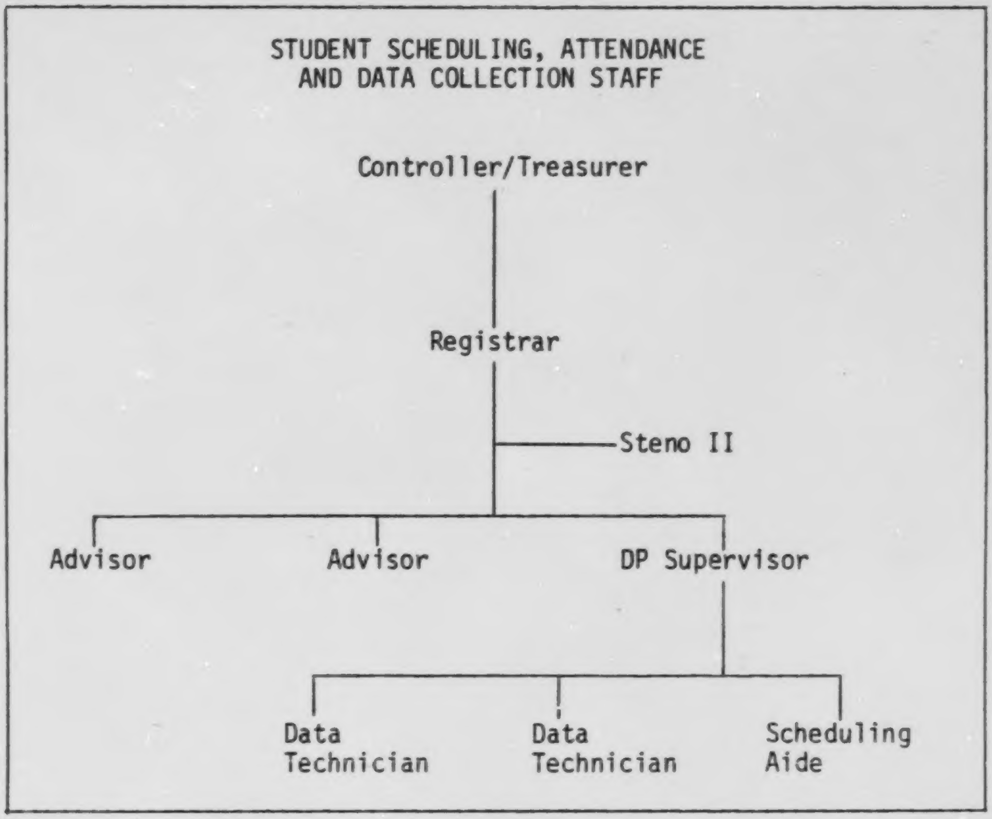
The history of this component is somewhat complex. In March 1973, Mountain-Plains established a Planning and Sequencing Department to provide for individualized student educational planning and monitoring. This department included a coordinator, three educational planners, a sequencing (scheduling) aide and a clerk typist. The sequencing component was designed to provide individualized scheduling within an open entry/open exit system.

In March 1973, a Participant Information Center staffed by two data technicians was established. The purpose of this Center was to provide a centralized and individualized recordkeeping system to serve Mountain-Plains staff and students.

In June 1973, the Planning and Sequencing Department and the Participant Information Center merged to form the Planning, Scheduling, and Data Control Center. This Center was staffed by a supervisor, two educational planners, two data technicians, a scheduling aide and a clerk typist.

With the reorganization of Mountain-Plains in July 1973, the educational planning portion of the department was transferred to Career Guidance. The remainder of the department was titled Data Center and Scheduling, and was staffed by a supervisor, two data technicians, a scheduling aide and a clerk typist. In August 1973, the functions and responsibilities of a registrar's office were assigned to the Data Center. For some twelve months the Center functioned as a consolidated student recordkeeping department, providing a comprehensive reporting system for pertinent student information, maintaining student attendance records, and providing Accounting with the basis for establishing the student's weekly stipend.

In July 1974, the educational planning function was transferred from Career Guidance back to the Data Center. At that time, a student personal advisor position was initiated to segregate the duties of counselor, career guidance specialist, and student advisor.[1] In addition, the department was structurally reorganized and a data processing supervisor was hired along with two student personal advisors. Ultimately, the department consisted of the registrar, two student advisors, a data processing supervisor, two data technicians, a scheduling aide and a steno II. The following organizational chart illustrates present interrelationships among component staff.


STUDENT SCHEDULING, ATTENDANCE
AND DATA COLLECTION STAFF

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[1] The student advisor function is almost identical to what was once the function of the educational planners. This separation of responsibility greatly increases the efficiency of Mountain-Plains' monitoring system.

COMPONENT OBJECTIVES

Because the student information system interacts with virtually all aspects of the program, component objectives are varied in nature.

Student Advisors

The primary objectives for student advisors include diagnosing and relating the needs of individuals and families to resources of the institution; and monitoring resource allocation to ensure that family needs and goals are met.

The Data Center

The primary objectives of the Data Center are to provide program management, Research Services, and various instructional areas with operational reports; to provide a central storage bank of relevant information; and to accurately record student attendance and progression, per student costs, student/instructor ratios, and other needed information.

Scheduling

The primary objectives of Scheduling are to ensure that students experience a smooth transition from one program component to another; to maintain and monitor the optimum number of students within each occupational area; and to inform instructional areas of any deviations from this optimum level.

Registrar

The primary objectives of the registrar's office are to assist student advisors, the Data Center, and Scheduling in attaining the corporate and educational objectives of the Mountain-Plains Program; to provide Accounting with an accurate basis for the computation of student stipend, cost per student, cost per student family, and cost per hour of instruction in various areas, to assist the director and deputy director in student disciplinary matters; to maintain a student referral system; and to coordinate veterans' affairs with the local Veterans Administration Office. More detailed information concerning component objectives is contained in the Student Flow Through and Monitoring System Manual.

COMPONENT FUNCTIONS

The registrar's office, Scheduling, and Data Center monitor student progress and attendance, and provide other appropriate support. Student Advisors perform four major tasks: First, advisors monitor possible attitude and personal problems during the student's orientation. Second, they establish a Family Core Curriculum educational plan, for each student, and monitor the student's progress through that curriculum. Third, advisors establish an occupational educational plan for the head of household (and for the spouse, if desired), and based upon the occupational curriculum of the head of household, project the family's completion date. During this third phase, the advisor reviews the student's progress every six weeks, and any personal or academic problems are referred to the appropriate agency for immediate action. Fourth, when a student is within 30 to 45 days of completion, the advisor develops a completion calendar. It is imperative to establish an exact completion date so that Placement and the state offices can begin a job search for the student at the appropriate time. Any deviations in student performance which could affect the student's completion date must be reported by instructors immediately so that necessary adjustments can be made. Such changes must be documented by advisors and reported to the student placement officer who, in turn, notifies state coordinators.

When a student has 280 performance hours remaining, he/she is scheduled into World of Work to receive instruction in applying for a job, preparing a resume and appearing for an interview. Resumes prepared by students in World of Work become part of a Student Placement Package which is forwarded to state coordinators (see the Student Flow Through Manual for further details).

Data Control provides the registrar, student advisors, program managers, and instructors with data on student progress, attendance and completions. In addition, Data Control provides data for computer input and a system for computer output quality control.

INTERCOMPONENT FUNCTIONS

The registrar's office, Scheduling, and Data Control perform numerous support functions for all Mountain-Plains components. Both the registrar and student advisors monitor student attendance and progress through a unique computerized student records file which notes student progress in all areas and contrasts progress with attendance. The registrar and student advisor not only assist a student in designing an educational program, but also coordinate student housing, student medical services and local law enforcement.

The Scheduling office provides students with individualized time cards and class schedules for each instructional area, and provides each instructional area with individualized class rosters. Schedules are adjusted as students complete courses. Time cards are stamped by instructors at the end of each class; these cards become the basis for determining the amount of the stipend each student receives. Heads of households earn up to $85 per week, provided they have no unexcused absences. Enrollment in an occupational curriculum is optional for spouses, who receive no stipend. Student leave of any type must normally be approved in advance. Attendance is monitored, and the Registrar is informed of excess student absences. Attendance reporting procedures and computerized student files provide the basis for a cost accounting system capable of determining student cost per hour and family costs.

In addition to providing routine, pertinent data, the Data Center furnishes consolidated reports and special information as requested from various program components. (The Student Flow Through Manual outlines in detail the multicomponent functions.)

EXTERIOR FUNCTIONS

Use of an Offsite Computer

All computerized student and financial records are forwarded to a data processing center located in Butte, Montana. Because of the geographic distance between Glasgow and Butte, data are coded at Mountain-Plains and sent either by telecopier or by mail to the data processing center, where they are keypunched, loaded, and processed. The final product is then transported to Glasgow. If expediency is required, the final copy may be telecopied or transported by air. With the development of computer rosters, Mountain-Plains has increased the efficiency of its student recordkeeping system and has realized a cost effectiveness quite uncommon among educational recordkeeping systems. (Formats for input and output are illustrated in attachments to the Student Flow Through Manual.)

Monthly Reports to NIE

The primary exterior function of the Data Center is to provide monthly reports, through Mountain-Plains management, to the National Institute of Education. Current reports include the following:

- Selection Criteria Violations, a composite report of students found to have violated selection criteria in being admitted to the program.

- Absenteeism Rate, a record of total student absenteeism for the month past.

- Problem Families, a report summarizing marital problems, unexcused absenteeism, lack of progression through occupational programs, and various other problems.

- Enrollment Levels by Program Area, a summary of student enrollment by instructional area.

- Average Number of Hours Scheduled, a report on the average in-class hours for both heads-of-households and spouses.

- Plans Written, a report detailing plans prepared by student advisors.

- Projected Completion for Next 60 Days, a projection of students expected to complete training within the next 60 days.

- Exits by State and Total, a report presenting the number of students exiting by state for the current month and to date, along with the percentage of completers versus noncompleters.

The registrar's office maintains liaison concerning student veterans' affairs with the Veterans Administration Office at Fort Harrison, Montana. (See Student Flow Through Manual for details.)

Exterior Communication

Communication must be maintained with the local health clinic, Social Security Office, Welfare Office, and law enforcement agencies in order to monitor student availability for class attendance. (See Student Flow Through Manual for details.)

RESOURCES

Staff

Component staff include the registrar, a component supervisor, two student personal/academic advisors, one data processing supervisor, one data compilation technician, one data dissemination technician, one scheduling aide, and one steno II.

The registrar supervises the work of student personal advisors, schedules activities, allocates resources, and organizes work areas and workloads. Requirements include a bachelor's degree in sociology, vocational guidance, occupational guidance or business administration, and experience in office management.

The data processing supervisor oversees the Data Processing staff, establishes weekly work schedules, reviews student six-week progress reports, edits student plan information, prepares weekly and monthly management reports, maintains liaison between the Data Center and instructional areas, and makes certain the data flow runs smoothly. The position requires a bachelor's degree in business administration or accounting, and experience with manual and computer information systems.

The student academic/personal advisor diagnoses individual and family needs and, through personal interaction, directs appropriate institutional resources to meet those needs. Student advisors need education and experience in counseling, education, guidance, or social services. Knowledge of occupational information systems, psychological/edcuational tests and measurements, career guidance, and administration is desirable.

The data compilation technician is responsible for reading and interpreting electronic data processing printouts, and transcribing information from EDP reports into information management reporting criteria. The data dissemination technician is responsible for coding and feeding into the computer all data concerning student families, and for distributing data to Mountain-Plains staff. Both positions require two or more years of college or vocational or trade school with experience using input and output formats in automated data processing systems.

The scheduling aide is responsible for accurately coordinating student scheduling. This position demands knowledge of computer input, and ability to communicate with counselors, students and instructors.

The steno II provides clerical support to the registrar and student advisors. Secretarial training or experience is required for this position.

Facilities

The Data Center consists of six single offices and one double connecting office. The steno II receptionist and scheduling aide greet students and handle such routine requests as schedule changes. Because they do not deal directly with students, the data technician and the data supervisor are located at the far end of the facility. Separate offices are required for the registrar and student advisors in order to ensure privacy and confidentiality during student conferences.

Equipment

Each Data Center office has a desk, bookcase, and filing cabinet or typewriter if needed. The scheduling aide has a Xerox telecopier connected to the telephone in order to send coding input to the computer center in Butte. The Data Center has a Xerox 1200 copy machine.

COMPONENT INFORMATION SYSTEM

Mountain-Plains requires extensive interdepartmental communication. All managerial and instructional components need current information in order to properly assess students' progress, attitudes, attendance, and overall adjustment to Mountain-Plains. Much of this communication is handled through various managerial reports and data dissemination procedures.

Input

Information concerning pre- and posttests is submitted by the Test Center to the data monitoring office where tests results are tabulated and a percentage score assigned to the pre- or posttest. This information is then provided to student advisors for use in developing the student's educational plan, and to the Data Center for inclusion within the active student file and various other computerized reports. The data monitoring office (Research Services) serves as a central recordkeeping office, maintaining student educational files and precenter selection files for each student family. The Student Accounting office provides weekly information on attendance, and the amount of stipend received by each student family. This information is used in monitoring unexcused absences for heads of households, and class hours missed by spouses who elect to take occupational training. Spouses who are absent from classes 25 percent of the time during any given month will usually not be allowed to continue occupational training. Instructional areas provide input on student employability, progress, hours of attendance, attitude, possible medical problems, and any other information which the instructor feels is pertinent. Such information is provided at six-week intervals or upon request.

Output

Computerized reports concerning student progress, attendance, and enrollment are regularly submitted to instructional areas. Reports concerning attitude, marital problems, adjustment to the environment of Glasgow Air Force Base, or need for special counseling, grooming, budgeting, or assistance in home care are routed to instructional areas upon request.

COMPONENT IMPLEMENTATION SUGGESTIONS

A primary factor to be considered in replication of the Mountain-Plains Program is establishment of monitoring systems--including all forms and procedures--prior to the entry of any students. If automated data processing is not utilized in the initial stages of replication, all manual recordkeeping systems should be designed to permit transfer to a computerized system at some later date. In converting from a manual system to automated data processing, it is imperative that the data gathering and recording systems be consistent, or important data may be lost. The registrar's office, Scheduling, and Data Center should all be under the direct supervision of the director or deputy director. (The procedures and forms presented in the Student Flow Through Manual can serve as guidelines.)

The various systems now in operation within the registrar's office, Scheduling, and Data Control Center have proven cost effective. Only if Mountain-Plains increases its student population will there be a need for expanding or modifying extant systems. An increase in student population or assignment of additional duties to the registrar's office would necessitate a corresponding increase in personnel.

CHAPTER III:

RESEARCH SERVICES DIVISION

CONTRIBUTING AUTHORS

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Robert Pollack	*Marge Carpenter*
David Anderson	

ABSTRACT OF CHAPTER III

INTRODUCTION

Chapter III outlines the management and organization of the Research Services Division. This division comprises three components: The Data Monitor office, the Curriculum Department and the Test Center. All have a broad research/evaluation orientation.

The division has four functional responsibilities:

1. To conduct internal and external summative evaluation of the program
2. To conduct formative evaluation of the program
3. To conduct special evaluation and/or research projects as requested by management or the Board of Directors
4. To serve other divisions in such areas as special analysis of placement success by individual occupation, maintenance of student master files, design and implementation of curriculum, design and implementation of progress assessment systems, and maintenance and operation of the Data Monitor's office and the Test Center.

The primary purpose of Chapter III is to outline the major functions, objectives and interrelationships among the three divisional components within Research Services.

UNDERLYING ASSUMPTIONS

Data Monitoring

1. Accurate, current data is essential to effective student scheduling, identification of student problems, making long-range management decisions, and conducting internal evaluations.
2. Professional and support staff should function as a team, with frequent communication through scheduled meetings or other, less formal means.

The Test Center

1. Maintenance of a controlled testing environment (i.e., a Test Center) is necessary to the efficient and proper testing of students.

2. Testing is necessary to monitor student progress in cognitive and affective areas, and to provide support to other program areas with a need for test results: Counseling, Career Guidance, Foundation Education, Family Core Curriculum, and the occupational areas.

3. Diagnostic testing gives an educational program the capability to provide prescriptive, individualized instruction.

The Curriculum Department

1. In order to prepare students to function competently in specific entry-level occupations, Mountain-Plains combines occupational training with instruction in basic life skills (e.g., budgeting, home management).

2. Mountain-Plains supports the philosophy that students--especially adult students--should be given primary responsibility for their own learning.

3. The emphasis is on demonstrated competency--not the number of hours spent in class.

4. Curriculum should be based on an analysis of the current job market, so that students do not spend time preparing for occupations in which opportunity for employment is limited.

5. The role of the instructor should be that of curriculum manager and student resource; individualized, competency based curriculum frees the instructor to assume this role.

KEY CONCEPTS

Data Monitoring

1. The major function of the Data Monitoring component is to meet the need for accurate, complete data concerning student progress.

2. A Data Monitoring component provides one centralized source in which sufficient data are immediately accessible to staff.

3. Internal objectives of the component include the following:

   - Receiving and logging incoming data
   - Performing computations
   - Maintaining student data files
   - Conducting current inventories and audits of all files

   External component objectives include the following:

   - Ensuring appropriate quality, quantity and timelines of student data
   - Making data available to users who have need for it.

4. The Data Monitoring component processes all permanently recorded student data other than accounting data and selected counseling records.

The Test Center

1. The major function of the Test Center is the administration and scoring of standardized affective tests, cognitive tests developed at Mountain-Plains, and various research questionnaires and surveys.

2. Major Test Center objectives include--

   - Proper administration of tests by a trained test administrator in a quiet atmosphere.
   - Scoring of tests and reporting of results in a timely manner.
   - Initiation of student records used in monitoring student progress.

3. All tests results are recorded on IBM punch cards to facilitate data processing.

4. Tests are generally administered according to the following basic schedule:

   - During Orientation, to assess a student's status upon entry
   - Prior to a student's entering an occupational area, to validate existing skills
   - Upon completion of a life skills or occupational skills area, to validate newly learned skills
   - Upon introduction of any newly constructed Mountain-Plains affective test into the general curriculum, to ensure that all students receive the same battery of affective tests.

5. Test results are recorded on special forms designed for that purpose, and are disseminated through the student advisor's office.

6. Test scores are reported only to persons with a demonstrated need for the information.

7. To ensure confidentiality, test scores released for research purposes are never accompanied by students' names.

The Curriculum Department

1. The major objective of the Curriculum component is to coordinate the writing of Mountain-Plains curriculum.

2. Student Terminal Performance objectives (STPOs) are written for each curriculum area. These STPOs are further broken down into courses, units and learning activity packages (LAPs). This system allows students to deal with concise, manageable learning blocks.

3. Mountain-Plains operates on a no-grade system in which progress is measured by performance on criterion reference tests.

4. Pretesting helps ensure that students' learning needs are properly diagnosed and addressed. Students are not asked to study what they already know, nor to progress from one LAP to the next until they are ready.

5. In addition to offering technical assistance in curriculum writing, component staff offer advice on effective delivery techniques, alternative teaching strategies, and related organizational and methodological innovations.

6. Provision is made for the ongoing critique and modification of curriculum products.

7. The curriculum production cycle includes the following steps:

   - Production
   - Editing
   - Production Analysis
   - Accounting
   - Corrections
   - Acceptance-Rejection
   - Return
   - Recycling of Functions (i.e., back to Production)

NOTES TO REPLICATORS

Data Monitoring

1. To be efficient and effective, a data system must supply the needs of all program subcomponents. The extent to which this goal is achieved provides the information base for program evaluation.

2. The design and implementation of any data system must be based on a careful assessment of users' needs.

3. Ongoing needs assessment should provide the basis for any subsequent modification in procedures.

The Test Center

1. To process the volume of paperwork associated with operating a Test Center like that at Mountain-Plains, use of modern, electronic equipment is essential. Replicators should consider an optical reader for use in conjunction with an inhouse computer system. Computers should be programmed to score tests and update student records and research files simultaneously.

2. To increase efficiency, all test scheduling should be handled through a single source.

3. To ensure proper Test Center flow-through, replicators are encouraged to use or adapt the following model:

   - Student scheduled into Test Center
   - Student tested at Test Center
   - Test results forwarded to Student Records for initiation of forms
   - Answer sheets forwarded to Research for keypunching
   - Keypunched answer sheets forwarded to the Data Center for storage.

The Curriculum Department

1. Criteria for inclusion of an occupational curriculum should include the following:

   - Known demand for persons trained in the field
   - Knowledge that state and local licensing regulations will allow new graduates to practice their trade
   - Availability of facilities and staff to provide the necessary training
   - Specific requests from specific institutions for X number of persons trained to do the work.

2. Known job requirements and employers' stated needs should form the basis for curriculum construction.

3. Student terminal performance objectives (STPOs) should be constructed for each occupational curriculum to indicate what behaviors the student must demonstrate by or prior to the end of the course.

4. All courses, units and LAPs should be constructed to support attainment of terminal performance objectives.

5. Ideally, both instructors and curriculum specialists should participate in writing curriculum. Instructors can provide content knowledge; specialists can provide expertise in curriculum design.

6. A monitoring/data retreival system should be part of the overall program design so that problems and inconsistencies can be quickly identified and resolved.

7. The total curriculum, including tests and delivery system, should be ready for use before students arrive.

RESEARCH SERVICES DIVISION

MANAGEMENT AND ORGANIZATION

RESEARCH SERVICES DIVISION: MANAGEMENT AND ORGANIZATION

RESPONSIBILITY

The mission of the Research Services Division is to provide Mountain-Plains the research and analytical capability required for program evaluation, facilitative research, and management information. The Division has four functional responsibilities:

1. To conduct internal and external summative evaluation of the program for program documentation and reporting to the funding agency, the Board of Directors, and the community at large.
2. To conduct formative evaluation of the program for reporting and making recommendations to management concerning program alterations.
3. To conduct special evaluation and/or research projects as requested by management or the Board of Directors for multiple purposes including examining the special program concerns of management, preparing special reports required by outside agencies, and coordinating public presentations.
4. To serve other divisions in such areas as special analysis of placement success by individual occupations, maintenance of student master files, design and implementation of curriculum (including test construction and the validation of both test and curriculum), design and implementation of progress assessment systems, and maintenance and operation of the Data Monitor's office and the Test Center.

During the developmental stages of the program, Research Services was totally responsible for evolution and implementation of a multilevel research/evaluation design, and primarily responsible for process systems design, definition of terminal performance objectives, and development of evaluation criteria.

ADMINISTRATION

Divisional components include the Data Monitor Office, the Curriculum Department and the Test Center. Many individual positions within the division have research/evaluation orientation.

Pre/Post Program Research

This area is staffed by one professional (research analyst) and one support person (data clerk). Pre/Post Program Research has primary responsibility for monitoring the completeness and accuracy of socioeconomic information gathered on applicant families at the time of their pre-entry interview. Other functional responsibilities include establishing follow-up schedules, providing instrumentation, and monitoring the quality and timeliness of post-program performance data gathered on student families who have exited the program. Pre/Post Program Research provides regular and special reporting on students' pre-program characteristics and post-program status with reference to placement and income.

Intra-Program Research

An affective evaluation specialist is responsible for evaluating program effectiveness in achieving affective objectives. During program development, this specialist works under the guidance of the director to design and implement affective evaluation for the Counseling, Career Guidance, Community Instruction and Parent Involvement components--and, to a lesser degree, for the Family Core Curriculum and Occupational Preparation components. The affective evaluation specialist provides assistance in the establishment of affective objectives, selection of instrumentation and definition of evaluation criteria.

An internal evaluation specialist supervises the data monitor's office, and monitors the quality and timeliness of data required to evaluate the program's attainment of cognitive and competency objectives. During program development, this individual has primary responsibility for the definition of terminal student performance objectives, the establishment of evaluation criteria for those objectives, the design and implementation of process systems to assess student progress, and, in cooperation with the Student Data office, the design and implementation of student data storage, processing and retrieval systems.

A tests and measurements specialist is responsible for supervising and monitoring the validity and reliability of all program assessment instruments. This specialist supervises the design and formatting of locally developed tests and performs subsequent reliability and validity analyses of these instruments. Additionally, the tests and measurements specialist develops, analyzes and reports on student evaluation of staff and curriculum. This individual also consults with other Research Services staff, providing technical advice on statistical techniques and programming requirements for all Research Services analyses, and supervising the Test Center.

Division administrative staff consists of the division director, an administrative secretary, and a half-time graduate assistant for computer services, located at the computer site.

The senior curriculum specialist, affective evaluation specialist, research analyst, internal evaluation specialist and tests and measurements specialist report directly to the division director. The director is responsible for establishing the overall evaluation/research goals of the division, budgeting human and financial resources for accomplishing these goals, establishing divisional task forces, and implementing divisional goals. The director also provides leadership and approval in the design and implementation of research plans, and monitors staff activities to assure compliance with established timeliness and budgets. Additionally, the director serves as a member of the Management Council and acts as divisional spokesman in relation to other program entities. The division director also has primary responsibility for informing the funding agency of evaluation results and future plans on an annual basis.

The administrative secretary provides administrative support to the director and to other divisional staff as required. In consultation with individual department heads, the administrative secretary assigns work tasks to clerical staff throughout the division. In addition, the administrative secretary has primary responsibility for assuring the timely receipt of reports, monitoring the receipt and accuracy of staff timecards, overseeing the purchase of supplies, handling travel and conference arrangements for all divisional staff and acting as the receiver and disseminator of divisional communications. The chart on page 68 illustrates the divisional staffing pattern.

Reports regularly produced by the Division cover--

1. Pre-center characteristics of incoming families
2. Pre-center characteristics of incoming families by state of origin
3. Monthly management information
4. Student evaluation of staff
5. External evaluation relocation reports.

Many more reports are anticipated as a result of the following research activities:

- Extensive analysis of program effect (measured externally)
- Various research activities undertaken at the request of management
- Case studies of exited student families
- Validity and reliability analyses of assessment instruments
- Assessment of Mountain-Plains impact on particular student characteristics
- Measures of relative student success in achieving terminal performance objectives
- Curriculum status
- Surveys of employer evaluations of Mountain-Plains graduates.

Additionally, documents presenting designs for research and evaluation of particular topics are prepared on an episodic basis. The diverse audiences for these reports include management staff, the Board of Directors, other program staff, the National Institute of Education, state school officers and various professional associations. A number of continually updated catalogs are also prepared and disseminated by the Research Services Division. These include the Catalog of Curriculum Offerings, a master listing of Curriculum in Effect, Data Reporting Responsibilities of Instructional Staff, the Test Center Manual, and a Master Catalog of Mountain-Plains occupational offerings by average projected completion times. Research Services also maintains a census file of student and control group families with date of entry, family sociodemographic characteristics, exit date, completion status, and relocation address. All reports for external dissemination must be approved by the division director prior to issuance.

With a small staff of professionals, divisional management is relatively informal, relying on frequent face-to-face communication between staff and director. Generally, the director meets with task forces or individual staff three to five times per week. Since most research/evaluation activities are carried forward from year to year, planning is an ongoing, continual process. The Division uses a time-related event chart which depicts deadlines and responsibilities for major tasks. Formal planning and review meetings are scheduled in accordance with an overall annual plan established for the division by the director. The need for formal review conferences is greatly diminished through continual interacton focusing on progress review and problem resolution. Staff favor this informal approach because it entails minimal interference with the flow of work.

Research Services staff record contact hours per week with other staff by area and subject. This report, prepared for internal use only, allows Research to document those areas with which the division interacts most frequently. Additionally, the director either meets with, or designates someone to meet with, staff from areas not proportionately represented in the contact report to ensure that communications are still open and that no problems are ignored.

General staff meetings are called by the director approximately every three weeks. General topics of discussion may cover funding or reorganization. In addition, the director may update staff on recent management decisions, answer questions, and offer a forum for discussion of staff concerns.

Frequent informal, unscheduled meetings are also held. The administrative philosophy of the division views professional and support staff as a team; areas of responsibility are not mutually exclusive, but require a high degree of interdependence. The task force approach helps advance this philosophy by giving individuals a chance to pool their expertise in completing a specific task. For example, test and measurement specialists may work with the affective evaluation specialist to develop a set of valid and reliable instruments for assessment of job satisfaction.

The division rewards superior performance by permitting professional staff to undertake, in addition to their ongoing duties, research questions of personal interest to them. This practice frequently leads to the publication of journal articles or the presentation of papers at professional associations.

EXTERNAL COMMUNICATION

NIE has retained a third-party private firm to conduct an external evaluation of the Mountain-Plains program. By agreement, communications between Mountain-Plains and the third-party contractor are channelled through each respective director's office, even though telephone communication is frequent. Discussions cover combining procedures to facilitate the work of both agencies, exchanging data bases, resolving evaluation design questions, protecting confidentiality, and a variety of other issues.

As the prime program spokesman regarding programmatic research, program effects, and research and design, the director represents Mountain-Plains at meetings among professional researchers, educational administrators and policy makers. Members of the Research Services staff are also frequently asked to attend various professional meetings and present Mountain-Plains information to assembled audiences.

BUDGET

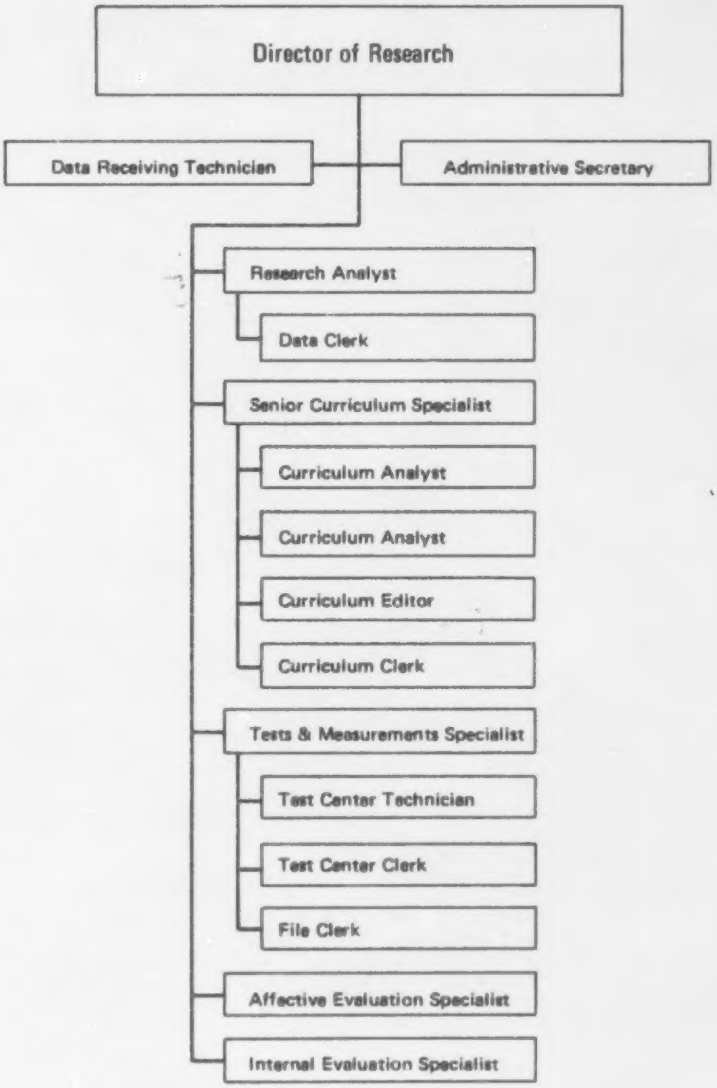
With the exception of salaries and burden, all Research Services budgetary funds are costed to Divisional Administration (see the chart on page 67 for a line item breakdown). As a consequence, the purchase of supplies, hiring of consultants, letting of subcontracts including computer services, approval and control of expenditures for travel, monitoring of telephone and telegraph expenses, approval of magazine/journal subscriptions, and the review and approval of conference attendance and association memberships, are centralized within the director's office. The salary budget for Research Services 1975 administration was $30,336. This was supported by $8,494.

RESEARCH SERVICES DIVISION

TOTAL BUDGET

Line Item	Total Budget
Salaries	$192,299
Burden	53,844
Instructional Supplies and Maintenance	258
Sub-Contracts and Consultants (including Data Processing)	112,944
Telephone and Telegraph	3,500
Magazines and Subscriptions	100
Conferences and Memberships	400
Recruitment (case study honorariums)	1,430
GRAND TOTAL	$364,775

RESEARCH SERVICES DIVISION STAFFING CHART


Director of Research
Data Receiving Technician
Administrative Secretary
Research Analyst
Data Clerk
Senior Curriculum Specialist
Curriculum Analyst
Curriculum Analyst
Curriculum Editor
Curriculum Clerk
Tests & Measurements Specialist
Test Center Technician
Test Center Clerk
File Clerk
Affective Evaluation Specialist
Internal Evaluation Specialist

RESEARCH SERVICES DIVISION

DATA MONITOR COMPONENT

DATA MONITOR COMPONENT

DEVELOPMENT AND CONCEPTUALIZATION

The Data Monitor component was established to meet the need for accurate, complete data concerning student progress. In general, student data facilitates such day-to-day operations as student scheduling, identifying student problems, making long-range management decisions concerning program selection and development, and conducting internal evaluation regarding student progress.

The initial plan for the operation of the Data Monitor component was developed in response to specific program needs. There was a need for all student data to be monitored in terms of quantity, timeliness, and quality; a need to monitor all data consumers and schedulers; and a need for an overall design to integrate Mountain-Plains student data.

A flow chart was constructed depicting the sequence in which selected major documents would be processed by the Data Monitor component and as physical space and facilities became available, implementation followed the flow charts design. Since a data flow procedure already existed, implementation required only modification to include new procedures. Physical facilities were adjusted as needed, and old procedures were modified to accommodate new ones. Data processing procedures were designed to interface with existing data sources and users. New quality checks, computations, file inventories and document logs were initiated.

COMPONENT RESPONSIBILITY

The Data Monitor component has both external and internal objectives. External objectives relate to providing quality data for research, making management decisions, and overseeing day-to-day operations. These objectives include--

- Ensuring appropriate quality, quantity and timeliness of student data
- Making data available to users who have need for it.

Internal objectives define tasks which must be accomplished in order to permit attainment of external objectives. Internal objectives include--

- Receiving and logging incoming data
- Performing computations
- Maintaining student data files
- Conducting current inventories and audits of all student data files.

COMPONENT FUNCTIONS

In general, the Data Monitor component processes and maintains all permanently recorded student data other than student accounting and selected counseling records. This includes pre-center or selection data, program pretest scores, and progress documents. Documents containing the above data are listed in the Pre-Center Data Inventory and the Student Folder Inventory. (See Manual on Student Flow Through.)

Pre-center documents are received, disseminated, logged and filed. On-center documents are received, quality and quantity checked, computed, logged and/or filed and eventually disseminated. A detailed description of these procedures is contained in the Data Monitor Office Procedures Manual. (See Manual for Student Flow Through.)

INTERCOMPONENT FUNCTIONS

Regular interface with other Mountain-Plains components helps the Data Monitor component to fulfill its external objectives. Such interface usually involves providing student data to other organizational subsystems--and sometimes receiving data from them.

Raw data concerning students is directed to the Data Monitor for processing, storage, and feedback. The Educational Services Division is the primary source of data processed by the Data Monitor--and hence the primary recipient for data feedback.

The Data Monitor component receives pre-center student data from the Support Services Division, which includes field (six-state) operations. These materials are audited and a master file kept in the Data Monitor office; copies are disseminated throughout

Mountain-Plains as needed. In some cases the Data Monitor informs the Support Services Division of students who have previously applied, or have attended Mountain-Plains, exited, and are reapplying.

The Data Monitor provides information to facilitate ongoing operations of the Data Center. This information includes selected data concerning scheduling, and some data for computer input along with selected data given directly to student advisors.

The component has direct interface with Research Services. Student test data generated by the Test Center provide primary input for student data; and the Data Monitor provides and processes data for research purposes. Additionally, there is a substantial flow of student data among the Data Monitor, Career Guidance, and Placement.

EXTERNAL FUNCTIONS

Although it has no direct external relationship, the Data Monitor component does provide information for external functions. A major part of this service involves data provided to the Veterans Administration Office through the registrar.

RESOURCES

Staff

The Data Monitor staff includes two full-time and one part-time employee. The component is supervised, on a part-time basis, by the data monitor supervisor. The data receiving technician, assisted by a file clerk, is in charge of day-to-day operations. These two full-time staff are responsible for all regular business. They update and reorganize the filing system, generate special reports or fulfill other duties as needed.

Facilities

Routing component functions are carried on in a 198-square-foot room containing a desk, work tables, and file cabinets. An additional room is used for storing selected materials and files. Materials are checked out over a counter, and access to files is carefully controlled.

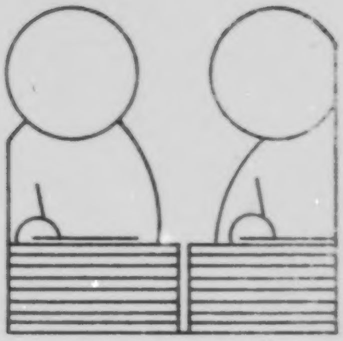
COMPONENT INFORMATION SYSTEM

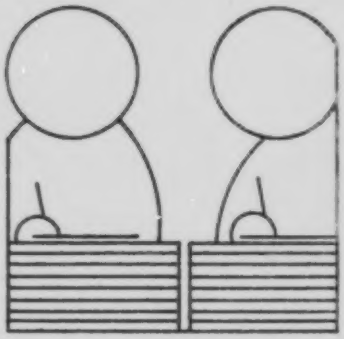
The Data Monitor component is designed to meet specific needs. There is no attempt to produce a regular flow of formal data throughout the Mountain-Plains system. Operational status reports--either verbal or written--are given to the director of research on an as-needed basis. Additionally, information concerning missing, incomplete, or poor quality data is conveyed to other areas on an informal, as-needed basis.

IMPLEMENTATION SUGGESTIONS

Replicators should bear in mind that to be efficient and effective, a data system must supply the needs of all program subsystems. The extent to which this is accomplished is the only basis for evaluating a data system. Therefore, the design and implementation of any such system must be based upon an assessment of users' data needs. Once users' needs have been identified, sources of data must be located and a system designed to accommodate input from those sources.

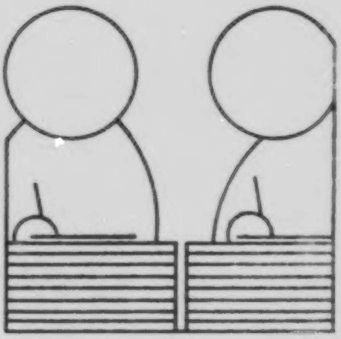
A major pitfall in designs of data systems is the tendency to automatically evolve new procedures with every newly perceived need. This trend typically indicates a lack of internal coordination characterized by excessive paperwork, time and overlap of data. It is recommended that careful, thorough needs assessment precede any additions or modifications in procedures.

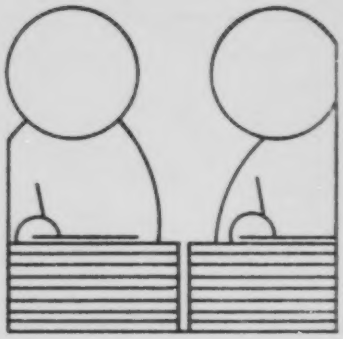




RESEARCH SERVICES DIVISION

TEST CENTER COMPONENT





TEST CENTER COMPONENT

DEVELOPMENT AND CONCEPTUALIZATION

The idea of a Mountain-Plains test center originated in February 1974. At that time, all program testing was undertaken by specific program areas--many of which could not provide appropriate facilities for a controlled testing environment or professionally trained test administrators. Additionally, this system provided no central control regarding which tests were administered and how scores were utilized.

To rectify these shortcomings, Mountain-Plains adopted a proposal for a centralized testing site that could provide a controlled, "noise-free" environment in which students could take tests; a professional test administrator; and central area for the storage and maintenance of test score data.

At present, only Student Data Office staff are allowed to schedule students into the Test Center. This allows efficient student monitoring by the Test Center technician. Test scores are reported on special forms, and all test results are routed to student advisors, who are responsible for reporting results to the proper areas.

COMPONENT RESPONSIBILITY

The Test Center, an element of Research Services, provides support to all other program components that have a need for test results. The Test Center conducts testing for Counseling, Career Guidance, Foundation Education, Family Core Curriculum, and the occupational areas.

COMPONENT OBJECTIVES

Major Test Center objectives include the proper administration of tests in a quiet atmosphere by a trained test administrator; the scoring of tests and reporting of results to the proper parties in a timely manner; the proper maintenance of test results; and the initiation of student records used in monitoring student progress.

In meeting these objectives, the Test Center aids the admission of students into the program, permits individualized diagnosis and prescription, enables research to be conducted on all tests currently in use, and substantially decreases the time instructors must spend scoring tests.

COMPONENT FUNCTIONS

The major function of the Test Center is the administration and scoring of standardized achievement tests, standardized affective tests, cognitive tests developed at Mountain-Plains, and various research questionnaires and surveys.

Filing test results--both those administered in the Test Center and those administered in various curriculum areas--is the component's second major function. Additionally, the Test Center initiates two forms used to monitor student progress: the Student Progress Record (SPR) and Student Work Plan (SWP). Currently the Test Center administers, and subsequently maintains files on, some 500 to 700 tests weekly. All test results are recorded on IBM punch cards for machine data processing.

Entry tests are administered to Mountain-Plains students during Orientation. An orientation schedule is prepared by the Community Worker Office and forwarded to all interested parties. The Data Center assumes responsibility for ensuring that the schedule is applied to incoming students. When students attain exit status (30 days prior to exit), the Data Center schedules them into the Test Center for affective testing. At this time, students are given the 16 Personality Factor Form C (16PF Form C); the Personal Orientation Inventory (POI); the Student Inventory (SI); and the Student Evaluation of Staff (SES). Family Core pretesting is routinely performed during Orientation. On completion of the entire Family Core Curriculum, student advisors are responsible for scheduling each student into the Test Center for posttesting in the Family Core area.

When students are ready to enter an occupational area, the student advisor schedules them into the Test Center for pretesting. Conversely, when students complete an occupational area, the student advisor schedules them into the Test Center for posttesting. Before an occupational pre/posttest can be administered, the test center technician must be given the student's name and family pay number, the job title to be tested for, and the date and time of test administration. Once this information has been provided, students are sent to the Test Center to be posttested.

As new tests (Mountain-Plains constructed affective tests) are introduced into the program, the tests and measurements specialist arranges

ROBERT AND DOROTHY

Robert is a 24-year-old married student who has been attending Mountain-Plains for about four weeks. He has four children and his wife does not wish to work outside the home. For this reason, Robert is seeking a career that will offer him substantial earning potential. His test results show that he has below average aptitude in reading and communication skills, but above average aptitude in math. His manual dexterity is good. Measures of vocational interest indicate that Robert likes to meet the public, dislikes activites which confine him to one area, and does not object to working out of doors. His skills and interests qualify him for an occupational preparation program within the Building Trades and Services component--perhaps plumbing or carpentry. He will need to improve his communications skills through Foundation Education before entering that occupational preparation area.

Dorothy is 22, married, and has one child. She would like to become a clerk-typist. Dorothy has above average skills in both math and communications, but poor manual dexterity--a problem in Office Education. Her vocational interest scores show that she tends to be outgoing, likes to meet people and would enjoy a position in which she could help people or provide a service. A Career Guidance staff member may suggest that she consider a job within the Marketing and Tourism component, where great emphasis would be placed on service, less on clerical skills. The choice may not be an easy one. Dorothy's husband plans to enroll in an Automotive Mechanics course, and would like Dorothy to complete her occupational preparation at least as quickly as he. Though Dorothy feels she could develop an interest in Professional Sales--and tests indicate she has the ability to complete this program--she is unsure whether she can negotiate the curriculum in the time available. Through Career Exploration Dorothy can learn more about the Professional Sales program and decide whether it is right for her. Then perhaps a counselor or advisor can help Dorothy and her husband work out a compromise regarding the amount of time each spends in occupational preparation.

with the Data Center to have the test administered to all current students. Once the test has been administered to all current students, it becomes a part of the overall entry/exit test package. When students fail to appear for a scheduled test, the test center technician notifies the student advisor by either speed memo or Development Employability Trait (DET) form. The student advisor is then responsible for rescheduling the student into the Test Center.

Raw scores for affective tests are compiled in the Test Center by the test center clerk. Profiles to be used in counseling sessions are compiled by the Counseling Department. Counseling test scores are reported only to test users; Ohio Vocational Interest Survey (OVIS) and General Aptitude Test Battery (GATB) scores are reported only to Career Guidance.

All pretest results are recorded on the Student Progress Record by the test center clerk. The Student Progress Record becomes the basis for compilation of the Student Work Plan. These two documents are used by both the student advisor and the instructor to create, in cooperation with the student, an overall student plan. The SPR and the SWP are also used to monitor student progress throughout the program.

When students are posttested in the Test Center, a Job Title Tests Report (JTTR) form is delivered to the student's instructional area--for informational purposes only. This JTTR form indicates student performance levels on each LAP, as well as student attainment of the criterion. Cognitive tests administered in the Test Center are used for diagnostic purposes. Student validation is accomplished through the use of performance tests administered in the instructional areas.

As a general rule, test results are reported only upon request, and then only to those with a demonstrated need for test scores. Test scores released for research purposes are accompanied only by ID numbers, not student names. (See Student Flow Through Manual.)

INTERCOMPONENT FUNCTIONS

The Test Center technicial communicates regularly with both the Community Workers Office and the Data and Scheduling Office. Community workers are responsible for students during orientation and establish an orientation schedule. Since a major portion of orientation involves the administration of numerous pretests, it is important that student scheduling be coordinated by the Test Center technician. The Data and Scheduling Office is responsible for scheduling students who have completed orientation, and, with the Test Center, coordinates all occupational pretesting and posttesting.

EXTERIOR FUNCTIONS

The Test Center interacts with several outside agencies regarding the purchase of booklets and the utilization of scoring services. Following are brief descriptions of sources from which tests administered at the Test Center are obtained:

- The OVIS test booklets are obtained from Harcourt Brace and Jovanovich (HBJ), and the tests are machine scored by the HBJ scoring service of Minneapolis, Minnesota.
- Paper and pencil materials for the General Aptitude Test Battery (GATB) are obtained from the U.S. Government Printing Office; materials used for the performance portion are distributed by the Speciality Case Manufacturing Company of Philadelphia, Pennsylvania. Test booklets and answer sheets are published by the Educational and Industrial Testing Service of San Diego, California.
- The Mooney Problem Checklist is available through the Psychological Corporation Publishing Company of New York, New York.
- The California Test Bureau of Monterey, California--a division of McGraw-Hill Book Company--publishes both the booklets and the answer sheets for the Comprehensive Test of Basic Skills (CTBS).
- The Wide Range Achievement Test (WRAT) is published by Guidance Associates of Wilmington, Delaware.
- The test booklets and answer sheets for the Minnesota Importance Questionnaire (MIQ) are obtained from the University of Minnesota and their scoring service is used for machine scoring answer sheets.
- Career Maturity Inventory (CMI) test booklets are obtained from McGraw-Hill of Monterey, California.

RESOURCES

Staff

The Test Center requires a minimum of three staff members: a Test Center technician, a clerk typist/keypunch operator, and a clerk.

The Test Center technician should have a minimum of one year of college with coursework in education, counseling, guidance, liberal arts or business preferred. He/she is responsible for administering tests, scheduling students in and out of the Center, and making certain that test results are reported on time.

The clerk typist/keypuncher must be able to type at least 55 words per minute and be experienced on the IBM 029 Keypunch. He/she must also be attentive to details and conscientious.

The clerk assists in scoring tests, filling out report forms on the results, preparing Student Work Plans indicating areas of pre-validation, maintaining files on test data, and performing other duties required by the Test Center technician. The clerk should be a high school graduate or have at least one year of general office experience.

Facilities

Operation and maintenance of the Test Center requires the following facilities:

1. A room that is relatively "noise free" and sufficiently large so that up to 50 people per session can be tested
2. Approximately 15 to 20 tables and 30 to 40 chairs based on a two person per table ratio
3. Filing cabinets for storing testing materials
4. A smaller room with desk, chair and filing cabinets for the staff member responsible for administering and scoring tests (a glass window should be installed between the two rooms so the staff member can monitor testing while performing other tasks)
5. IBM card storage cabinet for punch cards.

Large numbers of pencils are kept on hand along with an electric pencil sharpener. The Test Center technician must also ensure that a sufficient number of answer sheets and test booklets are available at all times.

COMPONENT INFORMATION SYSTEM

Family Core and occupational area pretest results are recorded in Student Progress Records and Student Work Plans. The SPR and SWP are then forwarded to the Data Monitor's Office. For Family Core and occupational area posttesting, students must bring their SPR and SWP to the Test Center. Test results are entered on those forms in the posttest column, and the forms are forwarded to the Data Monitor's office.

Test Center personnel are responsible for collecting and filing test answer sheets. After the answer sheets are keypunched, cards and answer sheets are forwarded to the tests and measurements specialist.

Certain tests, such as the Student Evaluation of Staff, are used for research purposes only. Results of such tests are not reported by the Center, but are kept on file and keypunched, and the cards are forwarded to the tests and measurements specialist for analysis and reporting of results.

Most materials used by the Test Center are printed inhouse by the Mountain-Plains press. Masters for Mountain-Plains constructed tests, answer sheets, SPRs and SWPs are kept on file by the curriculum editor, who reprints them for the Test Center as needed. Test materials for standardized tests are ordered directly from the publisher, either by the Center or by the department using the test (e.g., Counseling is responsible for reordering the 16PF and the POI).

COMPONENT IMPLEMENTATION SUGGESTIONS

In implementing a Test Center similar to the one at Mountain-Plains, replicators should consider the volume of paper to be processed. If Test Center personnel are expected to administer and score tests, initiate forms for student records, and collect data for research, it is important to take utmost advantage of modern technology.

Replicators designing a Test Center for centralized control may want to consider an optical reader for use in conjunction with an inhouse computer system. All test answer sheets should be on machine readable forms, and the computer should be programmed to score tests and update student records and research files simultaneously. This procedure offers the multiple advantages of ensuring compatibility of records, reducing storage space, reducing personnel needs, decreasing scoring time, and guaranteeing a high degree of accuracy in test scoring.

A Test Center functions best when all scheduling is handled through a single source. This procedure makes it possible to maintain an even volume of paperwork, to keep track of who is properly scheduled and who is not, and to avoid overburdening the Test Center administrator.

Replicators should bear in mind that the Test Center's major function is the administration and scoring of tests. Such procedures as initiating student records, collecting test results from other parts of the program, maintaining files and keypunching test answer sheets are ancillary.

Proper Test Center flow-through should include the following steps:

1. The student is scheduled into the Test Center
2. The student is tested at the Test Center
3. Test results are forwarded to Student Records for initiation of forms
4. Answer sheets are forwarded to Research for keypunching
5. Keypunched answer sheets are forwarded to the Data Center for storage.

This model speeds the flow of data through the Test Center, and requires that the Center maintain files only on test booklets and answer sheets.

RESEARCH
SERVICES
DIVISION

CURRICULUM
COMPONENT

CURRICULUM COMPONENT

DEVELOPMENT AND CONCEPTUALIZATION

Mountain-Plains students represent a wide range of experience in public education--most of it unsuccessful. Their legacy of disillusionment and defeat mandates construction of a new, nonconventional curriculum.

Mountain-Plains' educational program is designed to prepare individual students to function competently in specific entry-level occupations. Career education is coordinated with the learning of selected life skills.

Translating Mountain-Plains philosophy into a learning system relevant to the needs of Mountain-Plains' student population demands a unique coordination of curriculum construction and delivery techniques. Students learn the skills necessary for entry into an available job market. Competency is stressed--not amount of time spent in class. Individualized progress and subject matter selectively are inherent parts of the program. Subjective grading and arbitrary passing requirements are replaced by a no-grade system in which progress is determined through criterion referenced cognitive and performance tests. Mountain-Plains curriculum is designed to give students prime responsibility for their own learning.

Student terminal performance objectives (STPOs) are written for each curriculum area. These STPOs are further broken down into courses, units, and learning activity packages (LAPs). The curriculum structure is logically ordered from the general to the specific: i.e., course, unit, LAP. Curriculum content is systematically subdivided into concise packages which are easily understood and which lend themselves to prescriptive teaching--students can be prescribed into or out of LAPs rather than entire courses.

All instructional techniques, learning materials and resources within the curriculum are designed to bring students' performance to the level specified in performance objectives. Students progress at a rate commensurate with their ability, independently of others. They are not asked to study what they already know, nor do they progress from one level to another until they are ready.

Communication with business and industry throughout the six-state region provides Mountain-Plains with up-to-date knowledge of job market demands. This information is of great value both in designing curriculum and later in placing students. Employers' stated needs are directly translated into student terminal performance objectives, which spell out the characteristics and qualifications necessary to enter a given occupation.

A multidimensional testing program helps ensure that student needs are accurately perceived, analyzed, and diagnosed. Pretests at the course and unit levels are used to identify what learning segments students need to attain their objectives. Additionally, pretests provide diagnostic feedback that helps students remain constantly aware of where they are in relation to objectives, and which problem areas demand additional attention. Students may omit learning segments if they feel they can achieve certain objectives without spending time on those segments.

Learning experience guides (LEGs) help students understand content expectations and provide ancillary information for courses and units. Learning activity packages (LAPs) are made accessible to students without the need for a teacher's assistance. This approach fosters student independence with two results:

1. Students must exercise responsibility for their own progress, thereby preparing for their roles as adult citizens, and useful employees.
2. In lieu of correcting papers and lecturing, the instructor is released to fill a professional function as a curriculum manager and a student resource. This role is greatly enhanced by the efforts of an instructional aide who performs routine duties.

COMPONENT RESPONSIBILITY

The Curriculum Department is supervised by the senior curriculum specialist. As an element of Research Services, the component is responsible to the director of research services.

COMPONENT OBJECTIVES

The major objective of the Curriculum component is to coordinate curriculum writing. The component translates Mountain-Plains philosophy into action by providing instructors direction in constructing sequential learning experiences. Component staff provide technical advice on effective delivery techniques, alternative teaching strategies, and related organizational and methodological innovations. The component is routinely apprised of any problems indicating the need for an investigation of or change in procedures. (Ongoing formative and summative evaluation performed by Research Services helps pinpoint such problems.)

Similarly, the component maintains close liaison with Scheduling, Tests and Measurements, Data Monitoring, and related areas. As a master link in the interdepartmental chain, the Curriculum component ensures proper flow and interpretation of data among these areas.

COMPONENT FUNCTIONS

The Curriculum component provides continuing technical and professional assistance to instructors, who compile relevant learning concepts into logical, sequential learning segements, and, with the assistance of appropriate specialists, construct correlated testing devices.

With some variance to accommodate students' programmatic differences (e.g., amount of time spent in Foundation Education or career preperation), the curriculum format emphasizes similarities among curriculum areas and provides uniformity in construction, revision, utlization and correction. This format is designed to provide maximum individualization for the student and maximum utility and ease of handling for the instructor. Provision is made for the ongoing critique of curriculum products with regard to their adherence to format. A periodic product search reveals any undesirable alterations. When instructors change a product for any reason, it is reviewed by Curriculum component staff, who offer assistance in making any necessary corrections.

The curriculum production cycle includes the following steps:

- Production
- Editing
- Analysis
- Accounting
- Corrections
- Acceptance-Rejection
- Return
- Recycling of Functions.

(See Research Services Manual for additional details.)

The Curriculum component is also responsible for monitoring student accounting, data input, and cost accounting as these processes relate to integration of curriculum into the total learning system. An additional function of the Curriculum component is to ensure that instructors, aides, and students make appropriate and timely entries on various student flow-through management forms. (See Research Services Manual for examples.)

INTERCOMPONENT FUNCTIONS

The Curriculum component and Research Services work in harmony to: 1) ensure accurate input into research activities as they affect Curriculum; 2) maintain ongoing research-related curriculum activities; and 3) translate research outcomes into purposeful curriculum modification. This close relationship helps Curriculum staff remain sensitive to the continual need for alteration.

The testing program is germain to the maintenance of a dynamic curriculum responsible to student needs. For example, diagnostic tests permit prescriptive instruction--an important element in individualized curriculum. Additionally, a pattern of poor student performance on a given test may indicate problems with the test or the curriculum.

Because it provides data for management decisions, field testing is important to both the Curriculum component and Research Service's Tests and Measurements. For instance, if field tests indicate that students, teachers, or administrators are experiencing difficulty with the curriculum in other settings, subsequent alterations may be called for. The use of data collecting devices from Tests and Measurements may also result in alterations.

The Curriculum component maintains a formal and informal relationship with the Education Services Division. Curriculum analysts associate informally with instructors and senior instructors in normal pursuit of their duties. On a more formal basis, each curriculum analyst is assigned to particular curriculum areas, and consequently works closely with instructors in those areas.

Both the Word Processing Center and the Media Production segment of Reprographics are closely involved with Curriculum. This association is normally maintained through the department coordinator, although Curriculum may contact Reprographics directly with regard to specific tasks.

EXTERIOR FUNCTIONS

One of the Curriculum component's primary responsibilities is field testing. It is essential that the component obtain opinions and facts regarding the usefulness of Mountain-Plains products. Users' observations and impressions may be translated into a shift in curriculum procedures or emphasis. (See Research Services Manual.)

Mountain-Plains Curriculum staff interact with appropriate test site staff to work out the mechanics of the field testing design. Once the curriculum product is introduced to potential users, procedures for its use are examined in detail. Sufficient learning materials are left at the test site and subsequent contacts are made by phone or in person by component staff.

RESOURCES

Staff

The Curriculum component has five staff members: a senior curriculum specialist, two curriculum analysts, a curriculum editor, and a curriculum secretary.

The senior curriculum specialist should have a master's degree plus experience in curriculum development. This individual functions as department head, interprets corporate and Research Services Division policies and directives, and ensures that department activities are conducted in accordance with those policies. Additionally, the senior curriculum specialist attends to all external functions, provides information, and directs and monitors the activities of the two curriculum analysts, editor, and departmental secretary.

The curriculum analyst should have a bachelor's degree plus experience in curriculum development. This person assists instructors in curriculum construction, analyzes existing curriculum for adherence to construction guidelines, assists in field testing at Mountain-Plains and other sites, and helps maintain the component's working files.

The curriculum editor should have a bachelor's degree in curriculum development plus experience in editorial work or journalism. The editor maintains up-to-date files of instructional products, translates corrections and revisions onto masters, edits all products for typographical errors and adherence to format, and processes instructors' requests for products. Additionally, the editor provides technical information to instructors and others on request.

The curriculum secretary assembles technical reports, assists the editor, and provides whatever clerical support program staff require.

Facilities

Four rooms comprising approximately 880 square feet provide office space for staff. In addition, staff have access to a work/conference room of 500 square feet.

COMPONENT INFORMATION SYSTEM

As the repository of all products submitted by the instructional staff, the component maintains a number of documentary records including: 1) Student Progress Records and Student Work Plans; 2) Support SWPs and SPRs; 3) a working file of all LAPs, LEGs, and tests in current use; and 4) a repository file of all LAPs, LEGs and tests. (See Research Services Manual.)

COMPONENT IMPLEMENTATION SUGGESTIONS

If one were to build from scratch a body of curriculum for a student population, some of whose characteristics were known, a number of procedural suggestions could contribute to the success of that effort.

Criteria for inclusion of a specific occupational curriculum, such as Electrical Wirer, should include--

1. Known demand for persons trained in the field
2. Knowledge that state and local licensing regulations will allow new graduates to practice their trade
3. Available facilities and staff to provide the necessary training
4. Specific requests from specific institutions for X number of persons trained to do the work.

For each job title selected, student terminal performance objectives should be constructed to indicate what behaviors the student must demonstrate at or before the end of the course. Employers' stated needs or known requirements of the job should be carefully considered in determining these behaviors. STPOs must then be reduced to more specific course, unit and LAP objectives. Courses, units and LAPs should be carefully designed to support students' attainment of terminal performance objectives.

Ideally, both curriculum specialists and instructors should participate in writing objectives. Curriculum specialists can provide technical assistance in format, proper objectives construction, and test design; instructors can furnish expertise in specific subject areas.

A monitoring/data retrieval system should be an integral part of the curriculum system so that problems and inconsistencies can be quickly identifed and resolved. The total curriculum, including tests and delivery system, should be ready for use before students arrive.

CHAPTER IV:

STUDENT SERVICES DIVISION

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ABSTRACT OF CHAPTER IV

INTRODUCTION

Chapter IV presents the Student Services Division, which comprises three program components: Counseling, Career Guidance, and Community Development and Recreation. Student Services has primary responsibility for student development in affective areas, including personal growth, attitude and life style. The overall objective of the division is to help students develop the life skills they will need to complement vocational skills acquired through Occupational Preparation. Chapter IV explains how this objective is attained by outlining in detail the history, functions, objectives and philosophy of each Student Services component.

UNDERLYING ASSUMPTIONS

Counseling Component

1. The employability problems of a disadvantaged population relate not only to lack of technical skill, but also to numerous psychosocial and personal needs.

2. Equipping students with a technical skill will not guarantee their employability.

3. Self-concept/identity formation/personal integration is the major problem for most Mountain-Plains students.

4. Students are most responsive to counseling and most susceptible to personal change and growth immediately upon program entry.

5. Students know their own needs best and should have a voice in determining what counseling approaches or techniques work best for them.

6. In predicting a counselor's success with students, academic preparation may be a less important variable than personal effectiveness and willingness to learn.

7. Counseling cannot be effective as an isolated strategy: it must be part of a total, unified program characterized by open communication among all components.

Career Guidance

1. Many Mountain-Plains students lack the necessary skills and attitudes to obtain and maintain employment.

2. Poor self-concept is probably the greatest single factor inhibiting students' vocational development.

3. In making vocational decisions, it is important that students be able to integrate information about themselves and about the world in which they will work.

4. A developmental approach to career selection is conducive to development of a strong self-concept.

5. It is imperative that students have current, accurate, complete information to guide their career selection, and that the advantages and disadvantages of various occupational choices be presented to them realistically.

Community Development and Recreation

1. Disadvantaged populations tend to have fewer organizational skills and less organizational experience than other socioeconomic segments of the American population; consequently, they have greater difficulty identifying with and functioning within an organized society.

2. Organizational skills can be learned and can be used to increase community participation or desired social or political involvement, and to enhance one's potential as an active, contributing member of society.

3. Man is by nature a social being, and benefits from participation in groups.

4. Increased socialization and the capacity to enjoy interpersonal relationships are as important as increased organizational or recreational skills.

5. While participation in community development or recreational programs can itself be mandated, the nature of the participation must be left to the individual's own discretion if development of self-concept is to occur.

KEY CONCEPTS

Counseling

1. Psychological tests show that profiles of Mountain-Plains students differ markedly from those of persons evaluated as successful and well adjusted.

2. Most Mountain-Plains students have symptoms of improper or arrested personality development, characterized by inability to develop intimate relationships and by lack of trust, autonomy, initiative, industry or sense of identity.

3. Mountain-Plains' counseling program is developmentally oriented, eclectic, and client self-directed in terms of treatment.

4. Counseling objectives are based, in part, on E.H. Erickson's chronological framework for ego development--supplemented by program philosophy and consultations with administrative staff.

5. Counseling is initiated during the first week of a student's arrival, through group orientation followed by personal consultation between counselor and student or family.

6. Students work with counselors in negotiating a treatment cycle that is mutually acceptable.

7. When a negotiated treatment cycle ends, student and counselor meet for a review session to determine whether the student's gains are sufficient to ensure employability. If they are not, a new treatment cycle is negotiated.

8. Counseling techniques include individual, conjoint and group counseling.

9. Students must meet all negotiated counseling objectives in order to complete the program.

10. Pre- and posttesting with selected instruments is used in evaluating the effectiveness of counseling techniques.

Career Guidance

1. Mountain-Plains Career Guidance component emphasizes a developmental approach in which students pass through a series of major and minor decisions ultimately culminating in career selection.

2. Career Guidance can be broken down into two subcomponents: 1) Awareness and Exploration, in which the student learns more about his or her own needs and goals and about the occupational choices available; and 2) World of Work, in which the student learns practical skills (e.g., preparing a resume) useful in seeking and maintaining employment.

3. Both individual and group guidance techniques are used in the program.

4. Role playing is a primary technique used in helping students overcome dysfunctional behaviors (e.g., extreme verbal aggression).

5. When a tentative career selection is made, students have an opportunity to visit the appropriate Occupational Preparation area, and to gain a realistic perspective regarding what life on the job is like.

6. Counseling staff provide primary support in helping Career Guidance staff resolve personal or emotional problems which could inhibit students' attainment of vocational objectives.

Community Development and Recreation

1. The Community Development and Recreation component is student oriented and student supported.

2. Community Development and Recreation functions as a receiving and relocating station for student families, and also works to develop positive student attitudes regarding community participation and leisure time skills.

3. The component comprises four broad student support areas:

   - Community Development, designed to increase participation in community activities

   - Orientation, designed to help incoming student families adjust to the Mountain-Plains environment

   - Recreation, designed to provide recreational opportunities and instruction for Mountain-Plains student families

   - General Services, designed to provide a variety of student services not available through other program components.

4. The overall goal of the component is to provide students an opportunity to increase their participation in community activities and to develop their organizational capabilities.

5. In order to better prepare students for transition into community life after exit, Mountain-Plains' Community Development and Recreation component focuses on activities that reflect the needs and interests of students in typical American communities.

6. Special leadership training is offered to students elected to serve in the Mountain-Plains student government.

7. Programs are simultaneously supportive (serving students during their stay at Mountain-Plains) and developmental (helping students to develop social and organizational skills).

8. Structured experiences are provided to help the individual student develop a "social self."

9. Staff make a special effort to communicate with students--not only through programs, but on an informal basis as well--to ascertain whether any needs are not being met, and to obtain suggestions on how those needs could best be addressed.

NOTES TO REPLICATORS

Counseling

1. It may be necessary to provide in-service training to counseling graduates who have not received such training previously. Inexperienced graduates often lack some of the interpersonal skills necessary to deal effectively with a disadvantaged population such as that of Mountain-Plains.

2. Ongoing staff development must be an integral part of a dynamic, responsive counseling component.

3. It seems most effective to separate Counseling and Career Guidance into two components; such division of responsibility provides staff of each component greater freedom and flexibility in meeting students' needs.

4. A counseling program like that of Mountain-Plains must be supervised by someone with expertise in the design and development of therapeutic personal counseling programs.

5. It is essential to provide comfortable, quiet facilities for individual and group sessions.

6. An evaluation process should be written into the initial program design so that subsequent modifications can be founded on a rational basis.

7. It is imperative that staff be selected with great care, for the program's success rests largely upon their skill. Academic background, though an important criterion, should not be allowed to overshadow such significant factors as personal effectiveness, personality integration and self-actualization.

8. Students should be given a voice in determing their own treatment cycle.

Career Guidance

1. Prior to establishing a program, replicators should be knowledgeable about the theories, research and guidance systems available.

2. It is also imperative that replicators be thoroughly familiar with the target population, so that program objectives can be based upon their needs.

3. Replicators should seek the assistance and support of counselors, instructors and administrators in establishing Career Guidance goals and objectives; this will help them make Career Guidance an integral part of the total program, and ensure support for the component among the staff in general.

4. It is essential that students receive current, accurate information regarding various vocations. Low-cost information is generally available through national industrial associations.

5. Consideration should be given to conducting in-service training on such topics as--

   - Theories of vocational development

   - Use and misuse of tests

- Group and individual guidance techniques
- Use of career information
- Vocational decision making
- Translating current research into practice.

6. If possible, a student should be assigned to one guidance counselor for the duration of the time he or she remains with the program.

7. To help students acquire realistic insights regarding the nature of various occupations, some means should be provided by which students can view workers on the job or view students in training for a job.

8. It is important that all Career Guidance staff be familiar with basic vocational development theories and research, the use and misuse of tests, basic career decision making strategies, and procedures for organizing and disseminating information. They must also be skilled in individual and group guidance techniques.

Community Development and Recreation

1. More attention should be given to early orientation activities. If the program site is close to a local community, replicators might consider a volunteer program in which community residents would acquaint students with local facilities and services (e.g., schools, hospitals, stores, churches, recreational facilities).

2. Though it is difficult to make the planning of leisure time a requirement, some structure is necessary to ensure participation. At the same time, recognizing that students' needs and interests differ, great flexibility should be allowed in the selection of specific leisure time activities.

3. A program like Mountain-Plains provides many support services which will not be immediately available to students relocating in a new and unfamiliar community. Therefore, it is important to provide not only Initial Orientation, but also Exit Orientation, to help students with moving and relocation arrangements, interviewing and job placement, and any other concerns they may have.

STUDENT SERVICES DIVISION

MANAGEMENT AND ORGANIZATION

STUDENT SERVICES DIVISION:
MANAGEMENT AND RESPONSIBILITY

RESPONSIBILITY

Student Services, one of five major divisions within the Mountain-Plains organizational structure, comprises three distinct program components: Counseling, Career Guidance, and Community Development and Recreation.

The Student Services Division is largely responsible for students' development in affective areas: personal growth, attitude, life style. Each Student Services component pursues defined objectives relating to student development; it is the division administration's responsibility to ensure that these objectives are met. In addition, Student Services is responsible for facilitating interdivisional coordination of efforts--of major importance in enhancing student development.

Student Services has instigated major organizational changes in response to various program needs. For instance, both the six-state operations and the Early Childhood component, once included in Student Services, have been transferred to other divisions. Such changes were precipitated by a need to synthesize particular program objectives as they relate to students.

ADMINISTRATION

Student Services includes 28 staff members. A division coordinator and administrative secretary staff the administrative office.

Division management is accomplished through a team approach. The coordinator of student services meets weekly with component supervisors on both an individual and a group basis. Topics of discussion range from theoretical concepts to planning, implementation, and information sharing. Additional division meetings are held when appropriate.

Weekly reports on student contact are submitted to the division coordinator by each component. Routine information is communicated through memos, proposals, documents, and telephone calls. Component staff meetings are called by component supervisors on an as-needed basis, and are often attended by the division coordinator.

EXTERNAL COMMUNICATION

Student Services is responsible for managing all NIE deliverables as well as other formal division products. In addition, division staff prepare a portion of the Quarterly Management Report. Staff also develop and maintain linkage with outside agencies (i.e., social services, schools, and other base tenants) as part of planning activities.

BUDGET

At 94.23 percent of the Student Services budget, salary accounts for the greatest divisional expenditure (see chart on page 101). Overall, the division accounts for between eight and ten percent of the total program budget.

STUDENT SERVICES

TOTAL DIVISION BUDGET

		Percent
Salaries (02)	$284,381	73.37
Burden (20)	80,878	20.86
Instructional Support (40)	6,076	1.56
Equipment (45)	436	.01
Subcontracts (50)	5,499	1.41
Travel (55)	3,949	1.01
Telephone (67)	6,376	1.64
TOTAL	$387,595	99.86

STUDENT SERVICES DIVISION

DIVISION MANAGEMENT BUDGET*

		Percent
Salaries	$12,039	45.37
Burden	3,371	12.70
Instructional Support	710	2.67
Subcontracts	90	.34
Travel	3,949	14.88
Telephone	6,376	24.02
TOTAL	$26,535	99.98

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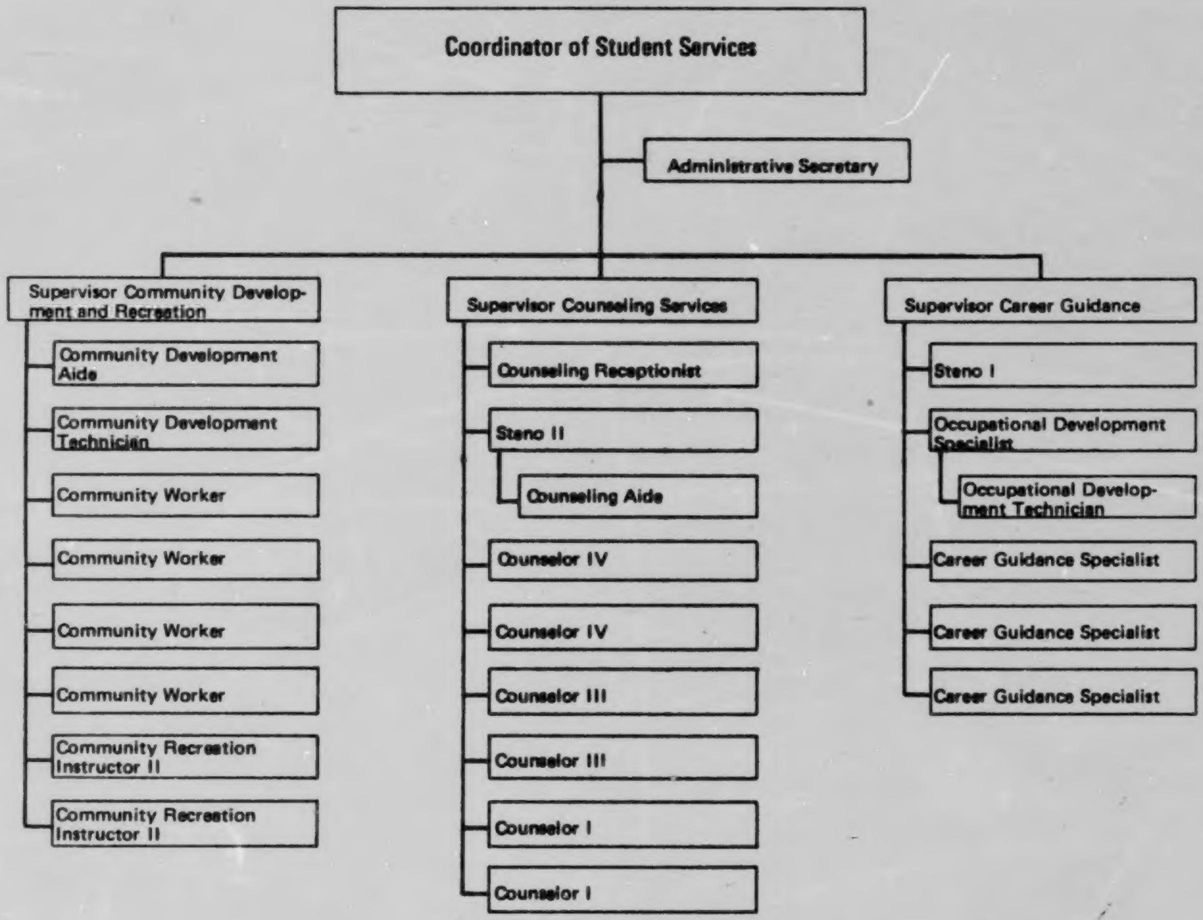
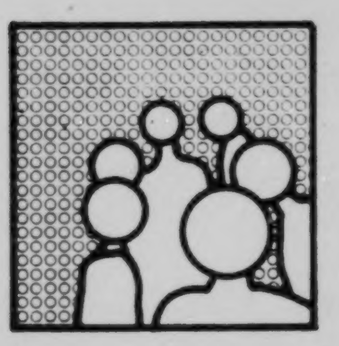
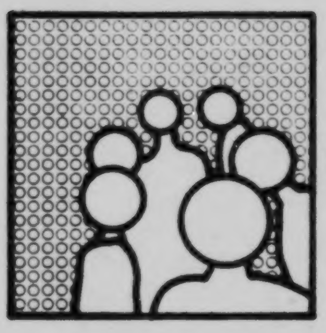
*Organizational change in December of 1974 - Management Budget for FY 1976 is approximately $40,000.

STUDENT SERVICES DIVISION STAFFING CHART

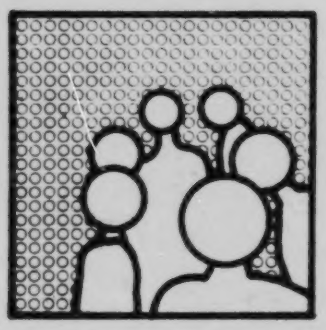

Coordinator of Student Services
Administrative Secretary
Supervisor Community Development and Recreation
Community Development Aide
Community Development Technician
Community Worker
Community Worker
Community Worker
Community Worker
Community Recreation Instructor II
Community Recreation Instructor II
Supervisor Counseling Services
Counseling Receptionist
Steno II
Counseling Aide
Counselor IV
Counselor IV
Counselor III
Counselor III
Counselor I
Counselor I
Supervisor Career Guidance
Steno I
Occupational Development Specialist
Occupational Development Technician
Career Guidance Specialist
Career Guidance Specialist
Career Guidance Specialist

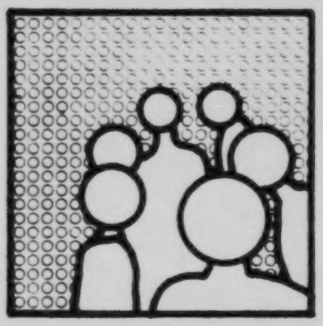


STUDENT SERVICES DIVISION



COUNSELING COMPONENT





COUNSELING COMPONENT

PHILOSOPHY AND DEVELOPMENT

From its inception, Mountain-Plains has assumed that the employability problems of a disadvantaged student population relate not only to a lack of technical skill, but also to numerous and varied psychosocial and personal needs. This realization was the rationale for including in the Mountain-Plains program not only Foundation Education Skills and Occupational Preparation programs, but also comprehensive Career Guidance, Health Education, Home and Consumer Management Education, Child Care Training, and Personal and Family Development Counseling.

Mountain-Plains' assumptions about employability problems gained additional credence in a preliminary survey of contact staff conducted by Mountain-Plains Research Services during the summer of 1973. The survey indicated that a majority of employability problems relate to social/personal needs, while only about ten percent of reported problems concern a need for technical skill training.

Further evidence surfaced in late summer 1973, when a standard psychological instrument[1] was administered to a representative sample of entering Mountain-Plains students. Results showed that as a group, Mountain-Plains students more closely resemble hospitalized psychiatric patients than any other norm group available for comparison. Profiles of Mountain-Plains students differed markedly from profiles of persons evaluated as successful and well adjusted. (See Student Services Manual.)

Recent research on the correlation between education and adult success conducted by Urie Broffenbrenner, further supports the premise that technical education alone cannot guarantee employability.[2] Broffenbrenner finds no correlation between education and adult success--with one exception: facility in junior high level mathematics and English language skills. Broffenbrenner concludes that once an individual has attained junior high math and English competency levels, cognitive educational variables per se can no longer account for adult success. Broffenbrenner further concludes that adult success is largely dependent upon personal variables--which thus become an appropriate focus for further study.

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[1] The Personal Orientation Inventory.

[2] Urie Broffenbrenner. The Roots of Alienation. Ithaca, New York: Cornell University. Originally presented as a keynote at ACPA/NAWDC National Conference, Cleveland, 1973.

The Mountain-Plains Counseling component has been characterized by uneven development. Throughout the entire first year of operation, Counseling had no real identity. Despite attempts to establish a viable preventative and developmental counseling program, most counseling involved crisis intervention conducted on a one-to-one basis. The search for a workable counseling approach was further hindered by the fact that the department had three different supervisors during its first year.

During this period preliminary counseling objectives were but sketchily defined; many were inappropiate. There existed no validated instrument to measure student psychological characteristics, problems or progress. A general lack of understanding regarding the nature and role of counseling prevailed among staff and students alike. Wives often failed to attend counseling sessions because of real or alleged child care problems.

Throughout this period of uncertainty, a variety of operational approaches were implemented, evaluated and rejected. One approach involved forming teams of one professional and one or two paraprofessionals; these teams were permanently assigned to 35 or 40 families. The paraprofessional counselor was to be "a friend" involved with administrative details and other minor problems not requiring extensive therapeutic counseling. Whenever major problems were encountered, the paraprofessional was to alert the professional, who would then provide the necessary counseling. This system proved unworkable for various reasons: 1) the inability of the paraprofessional to clearly distinguish major counseling problems; 2) the resentment many paraprofessionals felt when it became necessary to turn things over to a professional; 3) the unwillingness of paraprofessionals to accept leadership, training or advice from professional counselors (especially when the professional counselor was a woman and the paraprofessional a man); and 4) the lack of well defined program objectives and procedures.[3]

The team approach was ultimately rejected in favor of assigning families to individual professional counselors. Professional counselors were relocated in a separate counseling center, and roles for each position were clearly defined. The paraprofessional job title was changed to community instructor (and later, community worker), and the job description was rewritten to focus clearly on community development. As a result of these changes, overall program efficiency increased.

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[3] Inappropriate hiring criteria for paraprofessionals was at least as responsible for problems as the program itself.

PETE AND MARCIA

Pete and Marcia are graduates of Mountain-Plains. They have been married for four years, and now live in Fargo, North Dakota, where Pete works as a baker. Marcia completed an office skills curriculum at Mountain-Plains, but is not presently working since she is expecting their second child. Both recall their experience at Mountain-Plains favorably for the most part, but feel that they did not receive enough help from the Counseling component. Pete claims they had been at Mountain-Plains for well over a month before they even realized that personal counseling was available to them. By that time, they were both enrolled in occupational preparation courses, they were growing accustomed to the routine, and they tended to resent any additional burden on their time. As a result, Marcia often feigned illness or child care problems to avoid attending counseling sessions, and her unwillingness to attend stifled whatever enthusiasm Pete might otherwise have had. Pete blames his own lack of initiative for his failure to benefit more from the Counseling program. Marcia feels different. "If they had been really interested," she claims, "they would have told us about Counseling a lot sooner."

Early counseling efforts were guided by the philosophy that family counseling should be conducted in the home. This philosophy necessitated that counseling offices be located in housing areas, and the majority of counseling occured in students' homes after regular classroom hours.

This approach entailed a number of problems. Students were frequently not receptive to counseling just after attending a full day of classes. Late afternoon or evening was often the first time the family had been together that day, and there were numerous interruptions--visitors, phone calls, small children needing attention.

Additionally, it was often difficult for students to contact counselors during the day since counseling offices were located some distance from the instructional areas. To eliminate this inconvenience, Counseling Services was moved to a building near the instructional areas.

Initially, individual counseling was strongly emphasized; very few group sessions were conducted. Moreover, counseling occurred only after obvious problems were noted--by which time it was often too late to provide effective help (e.g., a spouse had deserted). This individual counseling approach gave way almost entirely to a group approach, whereby all new students were placed in a counseling group immediately upon arrival. This group contact allowed peer support, provided a social setting for evaluation, and encouraged rapport among students.

It has been Mountain-Plains' experience that the earlier a counselor is assigned to an incoming student, and the counseling process is begun, the more receptive that student is to counseling. Administrative considerations precluded early counseling contact for a major portion of the program's existence; contact did not occur until the sixth or seventh week of the student's involvement in the program. This delay contradicted the philosophy that students are most susceptible to personal change and growth immediately upon program entry.

Counseling contact now occurs during the student's first week of enrollment, and this early contact is regarded as highly successful. Because of increased awareness of students' immediate need for personal development, six to seven weeks of valuable time is no longer lost.

Mountain-Plains' current counseling program is developmentally eclectic, and client self-directed in terms of treatment and setting. Following a group orientation the third day at Mountain-Plains, each family has individual contact with a professional counselor, who fully explains counseling objectives and various treatment settings and options. At this time, the counselor and student or family together negotiate a mutually agreeable counseling treatment cycle. The underlying assumption is that students know their own needs and problems best, whereas professional counselors can provide the best guidance in meeting needs and resolving problems. The desired outcome of the negotiation processes is a counseling treatment cycle that most productively combines the five major counseling variables: counselor, client, problem/need, setting, and approach.

At the conclusion of any negotiated treatment cycle, counselor and student hold a feedback and review session. Either they agree that the student's accomplishments are sufficient to ensure future success, or problems needing further attention are identified and a new treatment cycle is negotiated and scheduled.

Observation of resident disadvantaged families by classroom and occupational instructors, day care and home management instructors, and counselors, led to the conclusion that self-concept/identity formation/personal integration was probably the major problem for most students. This knowledge, however, proved an insufficient basis for developing comprehensive treatment objectives or strategies, and further theoretical models were applied to observed behaviors. Although elements of students' personal/personality problems are interpretable according to various theoretical frameworks--including those of Freud, Sullivan, Harvey, and Erickson--Erickson's theory provided what appeared to be the explanation most applicable to Mountain-Plains students.[4]

Erickson's chronological framework for ego development illustrates how a person's sense of identity evolves during the typical life cycle. His discussion involves emergence of various ego qualities during eight developmental periods of a person's life. For each period Erickson specifies what particular ego quality must appear if the person's sense of identity is to develop properly. A crisis occurs during each developmental period: Two alternative ego qualities, one associated with healthy, normal ego development and the other with abnormal development--conflict. The crisis is resolved for most persons when the healthy quality prevails over the unhealthy one.[5]

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[4] E.H. Erickson. Childhood and Society. New York: Norton and Company, 1963, passim.

[5] L. Rappoport. Personality Development: The Chronology of Experience. Glenview, Illinois: Scott, Foresman and Company, 1972, passim.

The problems observed among Mountain-Plains' student populations, show a trend toward improper or arrested personality development.[6] Observations indicate that a majority of the students do not possess normally developed trust, autonomy, initiative, industry, sense of identity or ability to develop intimate relationships--seven of the healthy ego qualities which should emerge during the various developmental stages of a person's life.[7] The following observations of instructors and counselors help provide a context for the conceptualization of Mountain-Plains' Counseling.

1. Mistrust of spouses, friends, and staff is consistently observed as a general characteristic of the Mountain-Plains population.
2. Lack of self-concept and self-confidence have been observed as major problems with Mountain-Plains students.
3. Most students take little initiative, particularly in dealing with "authority figures," and even when initiative is taken, students appear fearful of punishment.
4. Mountain-Plains students' lack of self-confidence often appears to inhibit feelings of ambition or motivation toward goal attainment.
5. Sexual identity appears to be poorly developed. Possessive attitudes towards spouses and children are rampant. Males, in particular, seem to need constant reinforcement through "masculine" activities (e.g., drinking with the boys, shooting pool, engaging in sexual conquests).
6. Most students still maintain formal and authoritarian (as opposed to intimate) relationships with their parents. Friendships are few; mistrust is high. Husband-wife relationships most often appear to fulfill social role expectations, rather than evolving into true intimate relationships.

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[6] Precise elements of employability are not defined. Therefore, it is assumed that since the overriding characteristic for which the population is selected is unemployment/underemployment, non-normative characteristics of the population explain (at least in part) the disadvantaged/low employability status of the population. (Two-thirds of Mountain-Plains students are at or below the poverty level according to the OEO definition.)

[7] Because the vast majority of Mountain-Plains students are under the age of 41, development of ego integrity would not be expected.

Most Mountain-Plains students have children, thereby fulfilling Erickson's root definition of the generativity stage. However, a broader interpretation of Erickson's definition includes creativity and productivity in one's work--particularly important for men, since productivity is highly valued in our society. Additionally, since relationships between children and parents (especially fathers) often appear to be based on possessiveness and authority rather than intimacy, few students perceive having children as an intrinsic reward of generativity. Having attained little personal development during previous ego stages, lacking the cognitive skills that allow one to be fully productive, and experiencing very limited sense of reward in relationships with children, spouse or extended family, Mountain-Plains students are accustomed to empty roles rather than intimate relationships, and stagnation rather than productivity. Most have never achieved true productivity.

Identifying these various characteristics of arrested development has greatly facilitated establishment of a developmental counseling program. Personal and family developmental counseling at Mountain-Plains is designed to support the developmental tasks of adult transition: achievement of identity and intimacy.

COMPONENT STAFFING

Organizational responsibility for the component falls to the Student Services Division, which includes Career Guidance and Community Development and Recreation. Counseling Services is now staffed by a working supervisor of counseling services, six staff counselors, and two clerical support staff. Counseling staff report directly to the supervisor of counseling services, who in turn reports directly to the coordinator of student services.

COMPONENT OBJECTIVES

To provide a unified focus for the program, counseling objectives were initially derived from current research, program philosophy, and consultations with program administrators. Later, students' needs were carefully analyzed to refine and validate these objectives.

The results of that analysis revealed that the Mountain-Plains student population is characterized by personal development needs in the following areas: self-concept, self-acceptance, self-knowledge, self-confidence, personal responsibility, dependability, intimacy, inner directedness, social contact skill, marital communication, self-control, alcohol problem resolution, and flexibility.

These problem areas became the basis for objectives which are used to help students focus their thinking about themselves. Because they form the basis for program design, these objectives also permit relevant program evaluation.

Evaluation is carried out in two basic ways. First, the case counselor prepares case reports on a sample of exiting students. These reports elaborate counseling problems, techniques used in treatment, and success in trait development/problem resolution. Second, students are pre/posttested with standard psychological instruments, and an input vs. exit profile is developed with selected scales that correspond to counseling objectives and personality development stages. Samples of students undergoing a particular treatment are also studied with standard instruments and counselor observation to determine the specific impact of these treatments.

One key to program development has been the use of Erickson's personality development theory in interpreting observed problems/developmental needs and subsequently in giving direction to program organization and evaluation. Focus on promotion of student self-concept has been a second major key in program development.

The objectives, evaluation, and theoretical integration of the program are detailed in the following Counseling Services reports:

1. Objectives and Evaluation (CSR-4 and CSR-16)
2. Needs and Problems (CSR-7 and CSR-12 and CSR-11/21)
3. Theoretical Integration (CSR-12 and CSR-21)
4. Effect Studies (CSR-15, CSR-20, and CSR-22). (For a complete list of Counseling Services reports, see Student Services Manual.)

COMPONENT FUNCTIONS

Each student entering Mountain-Plains is assigned to a counselor. The amount of time a student spends in counseling and the particular counseling technique(s) used are determined through negotiation between the student and counselor.

This negotiation process begins with a basic orientation to the counseling program at Mountain-Plains. Counseling objectives, services, and specific treatment settings and options are thoroughly reviewed with all entering students. Shortly after group orientation, an assigned counselor meets with each family individually to provide more details about the counseling program and determine what sort of approach will best meet the family's needs. If, during this initial individual contact, both counselor and student agree that a problem necessitates immediate attention, the student is scheduled at once into the specific treatment negotiated. Usually, however, negotiated treatment does not occur until new students have attended three or four group sessions of a continuing orientation nature. At the conclusion of this basic group cycle, student and counselor again meet for a final treatment negotiation. The purpose of negotiating treatment is to permit counselor and student to use their complementary expertise and knowledge in selecting and applying an appropriate counseling program.

Once any negotiated treatment cycle is completed, counselor and student meet for a review session. If they agree that the student's accomplishments are sufficient to ensure future employability and attainment of family objectives, the student is scheduled out of counseling. If problems needing further attention are identified, a new treatment cycle is negotiated and scheduled.

Negotiated treatments vary widely in both technique and setting. Techniques include transactional analysis, rational behavioral therapy, client-centered approaches, reality therapy, gestalt therapy, and temperature trainer biofeedback. Settings include individual, conjoint, and group counseling.

Specific areas of concern are generally addressed in specialized counseling programs. Examples include a weight control group, an alcohol problems group, women's groups, men's groups, and minority groups.

Treatment strategies encompass all areas of student contact. It is accepted at Mountain-Plains that significant, lasting personal development cannot result from limited counseling contact or arbitrary application of counseling strategies. Regardless of the particular setting in which counseling occurs (e.g., group or individual sessions), Mountain-Plains maintains a high degree of uniformity in approaches.

To expedite this uniformity, the component constantly strives to maintain open communication and working relationships with other components. Visits to instructional areas are encouraged (and in some cases, mandated). This close working relationship enables Counseling to provide direct support to personal development activities throughout the program, thereby generating student referrals both to and from Counseling.

In recognition of the need for affective personal development to complement technical training, Counseling Services is given direct input concerning program completion for any student or family. Unsatisfactory personal development (i.e., negotiated counseling objectives not met) would preclude program completion. In most cases,

JIM AND DIANE

Jim and Diane are new students at Mountain-Plains, and have just completed their third counseling orientation session. Jim is 26, Diane 20; they have been married for just over a year. They are now in the process of negotiating a treatment cycle acceptable to them and to their counselor. Both favor group counseling. However, Jim strongly favors being in a group involving married couples so that he could attend sessions with Diane. The counselor notes that Jim has a tendency to dominate Diane, to speak for her, and to make unwarranted assumptions about her opinions. She is reluctant to express her feelings, yet the counselor perceives that Diane would prefer to be in a group away from Jim. This option must be carefully and tactfully presented, so that Jim does not perceive the counselor's point of view as threatening or an indication of taking sides, but rather as an effort to provide the counseling services that will ultimately benefit both husband and wife most.

counselors' concerns are shared by the instructors. Results of formal psychological testing as well as counselors' personal observations are both considered in determining whether a student has met completion standards.

At the time of program entry, students are given three tests: the Personal Orientation Inventory (POI), the Sixteen Personality Factor Questionnaire (16PF Form C), and the Adult Problem Inventory (API). Based on the results of these three tests, a development profile is established. At program completion, the same instruments are readministered and comparisons are made to determine relative gains on each counseling/developmental objective. (See Student Services Manual for a copy of the form on which such comparisons are recorded.)

Instructional staff also have input regarding students' attainment of counseling objectives. Each six weeks, instructors complete Developmental Employability Trait (DET) forms for each student. Using their own judgment, instructors rate students on a total of 22 characteristics, including appearance, self-confidence, motivation, flexibility, industriousness and cooperation. These characteristics are derived from overall Counseling and Career Guidance objectives. Four ratings--ranging from very satisfactory to very unsatisfactory--are possible. All ratings should relate to a student's current perceived employability in the occupational area for which he or she is preparing. Instructors are invited to make comments and recommendations as well. DET forms are returned to the registrar's office, and from there channeled to appropriate staff in Career Guidance and Counseling. All ratings are shared and discussed with students. Observations noted on DET forms often lead to follow-up conferences between counselors and instructors. This interdepartmental communications network constitutes the behavioral monitoring system. (See Student Services Manual for a sample DET form.)

Tests are administered at the Mountain-Plains Test Center. A counseling aide receives, profiles, and disperses all test information for both counseling and research. Tests administered include the POI, 16PF Form C, the Student Inventory (S.I.), and the Mooney Problem Checklist (MPC).

Counselors are provided with test results to aid in the identification of student problems/growth areas. The Test Center also provides assistance in administering or relaying results of special tests given during a student's counseling involvement; furnishes test data relevant to the formulation of counseling exit reports; and records and transmits test data required by Research Services.

Information relevant to entry tests is entered on Counselor Assignment and Testing forms, which are maintained on file by the test center aide until students exit the program. (See Student Services Manual for a sample of this form).

As a final step, the counseling aide records certain scales of the POI, 16PF Form C, and the S.I. on the Developmental Profile form. All test profiles and any other accumulated information (i.e., recording permission slips, health information relevant to counseling, program selection cards and student counseling records) are placed in a folder prior to the initial counseling interview and given to the assigned counselor. Test answer sheets for the POI and the 16PF Form C are filed according to the student's clock number and maintained in the counseling aide's office. (See Student Services Manual for samples of these answer sheets.)

Just prior to exit, students are scheduled into the testing center for exit counseling tests. All tests previously taken are readministered except the Mooney Problem Checklist, which is administered only upon entry. Results of this testing are also recorded on the Counselor Assignment and Testing form, which is forwarded to counselors to assist them in preparing exit reports. (See Student Services Manual for a copy of this form.)

Counselors may occasionally request administration of special tests (e.g., the Minnesota Multi-Phase Personality Inventory and Tennessee Self-Acceptance Scale). Such tests may be administered by either the counseling aide or the individual counselor. Results are recorded on the Counselor Assignment and Testing form.

Counseling at Mountain-Plains is more than an isolated program. Personal/family counselors are constantly involved in informal consultation with instructors, Community Development staff, Career Guidance counselors, planners and advisors, and program administrators. Close consultation with other staff throughout the program encourages a team approach to problem resolution and personal development. To reinforce this team approach, the component provides weekly in-service training seminars that are open to all Mountain-Plains employees.

INTERCOMPONENT FUNCTIONS

Even though Counseling Services is the focal point of personal development and growth at Mountain-Plains, many other program components directly support student attainment of counseling objectives.

Career Guidance

Career Guidance staff conduct formal and informal consultations concerning students and arrange case and team conferences. They also make student referrals, and coordinate in-service training.

Planners/Advisors

Planners and advisors coordinate formal and informal consultations and case and team conferences. They are also responsible for student referrals, distribution of DETs, and scheduling of students into counseling.

Educational Services

Instructors arrange formal and informal consultations concerning students and case and team conferences. They make student referrals and conduct in-service training.

Research Services

Research Services staff coordinate research activities and projects, and affective testing. They also administer and score tests.

Counseling Services provides Research Services with test results coded for keypunch.

Community Development and Recreation

Community Development staff arrange formal and informal consultation sessions and make student referrals.

Placement Office

Placement staff coordinate completion of the Counseling Employability Reports and provide informal assistance in job placement. Approximately 30 days prior to the student's program completion, the placement officer requests that an employability report from the student's occupational area be forwarded to Counseling for additional input. The counselor responds to instructors' comments as well as providing information regarding traits or characteristics relevant to the student's individual counseling objectives. This Counseling Employability Report is prepared with the student's cooperation and input; when completed, it is included in the student's placement packet and forwarded to state representatives to assist them in arranging job interviews.

EXTERIOR FUNCTIONS

Counseling makes referrals to Community Mental Health, Mountain-Plains Health Services, and various school and rehabilative agencies. Students are referred to these outside agencies when a counselor becomes aware of a problem or concern beyond the capabilities of Mountain-Plains Counseling component.

RESOURCES

Staff

Mountain-Plains Counseling Services operates under the jurisdiction of the coordinator of student services. A Counseling Services supervisor is assisted by a staff of six professional counselors, a counseling aide, a graduate intern, and a secretary/receptionist.

Mountain-Plains' experience confirms recent research which finds academic preparation and achievement unrelated to client or supervisor ratings of counseling effectiveness. *Personal effectiveness* and *willingness to learn on the job* have proven the key variables. Staff with advanced degrees have often been unable either to demonstrate the specific skills necessary for effective personal counseling (necessitating intensive in-service training), or to write comprehensible research reports describing their work and progress with clients.

The bulk of the student caseload is absorbed by staff counselors. Each averages a caseload of approximately 27 to 30 families. The supervisor averages a caseload of about 15 to 20 families, and the remaining 5 to 10 work with a graduate intern. Each staff member works with individuals, couples, and groups averaging from 8 to 12 members.

The daily schedule for counselors includes individual appointments, meetings with supervisors and staff members, unscheduled consultations, group sessions, research and staff development time.

A total of 15 separate rooms are utilized by the component--including eight counselors' offices. Three group rooms--each approximately 12' x 15'--are used for group sessions. Each is carpeted and draped to increase comfort and privacy. During group counseling sessions, students recline on pillow-cushions; the atmosphere is intended to be relaxed and informal.

Two counselor rooms were combined by removal of a separation wall to create a large conference room complete with an eight-foot round table. In addition, the component has a spacious reception room with ample, comfortable seating and a stereo tape player.

The counseling aide's room and secretary/receptionist's room are equipped with typewriters, legal files, an adding machine and other office equipment necessary to the component's functioning.

Equipment

Counseling Services maintains a library of more than 200 volumes. Packaged materials include the following:

- "Human Relations Kit" (McGraw Hill Book Company)
- "Body Talk" (Communications Research Machines)
- "Intimacy" (Human Development Institute)
- "The Feel Wheel" (Communications Research Machines)
- "Transactional Analysis" (Human Development Institute)
- "Basic Interpersonal Relations" (Human Development Institute)
- "The Social Seminar" (U.S. Department of Health, Education and Welfare).

COMPONENT INFORMATION SYSTEM

Input

Counseling Services has two basic sources of information. The first is pre-center data that arrives from the state offices before a selected family enters the program. This information consists of a narrative prepared by the recruiter in one of the six state offices; an application for program entrance; previous employer evaluations; general sociological information; financial information; a breakdown of debts incurred and record of payment; agency reports/ information; information regarding any previous emotional/mental disturbances and any ensuing attempts at remediation; and educational history.

The second source is the Developmental/Employability Trait (DET) form, generated by the instructional areas every six weeks as an indicator of personal progress. The DET serves as a convenient vehicle for making student referrals and reporting significant incidents. DETs also assist counselors in monitoring student development in various technical, personal and social areas.

Output

To date the Counseling component information output consists of 23 Counseling Services reports in addition to the Counseling Exit Report and Counseling Employability Report.

A Counseling Exit Report is prepared on every student leaving the program. This report includes a complete narrative of problems dealt with in counseling, an acknowledgment of problem status upon program completion, counseling settings and techniques employed, and a breakdown of time spent in counseling. Additionally, the Exit Report contains an entry and exit DET, Developmental Profile Forms depicting pre- and posttest scores, and answer sheets for the 16PF Form C and POI. The narrative portion of the Exit Report is confidential and accessible only to counselors and designated research staff. Other portions are filed with Research Services.

COMPONENT IMPLEMENTATION SUGGESTIONS

Mountain-Plains separates Career Guidance and Personal/Family Counseling into individual components. Counseling assumes no direct responsibility for Career Guidance activities. This division of responsibility provides counselors greater freedom to work with students on resolving personal problems.

A personal/family counseling component, like that of Mountain-Plains, requires a counseling department supervisor with expertise in the design and development of therapeutic personal counseling programs. This person must also be capable of obtaining outside assistance in intensive staff development.

Personal counseling/therapy is seldom a quiet polite exercise. It is essential to provide adequate facilities--comfortable and private--for individual counseling and group sessions.

Establish counseling as a co-equal partner in the educational enterprise. Personal development counseling should be regarded as more than a mere offshoot of instruction or administration.

Include evaluation in the initial program design--even when this requires hiring consultative assistance--so that subsequent additions or changes may be made on some rational basis.

It is important to recognize that a program like Mountain-Plains is instructor dependent. Confrontation is essential. Instructors and counselors alike must monitor student achievement carefully and be honest in reporting both gains and problems. If a student

JEFF

Jeff is 27 and enrolled in Automotive Mechanics. He has a long history of unemployment and short-lived employment prior to Mountain-Plains, and has been terminated from several jobs because of what employers perceived as an aggressive, uncooperative attitude. His instructor in Automotive Mechanics has noticed this attitude, but is reluctant to note it on Jeff's six-week review form because Jeff is a good mechanic and has other positive traits: he is punctual, dependable, extremely careful with equipment. The instructor hopes that given enough time and encouragement, Jeff can overcome his aggressive feelings. However, if a counselor or advisor is not made aware of Jeff's problem soon, it will be too late to offer any real help before Jeff leaves Mountain-Plains. Ignoring the situation only increases the risk that Jeff will not be able to maintain satisfactory employment for any substantial period of time.

Though his intentions are to help Jeff by saying nothing negative about his qualifications, the Auto Mechanics instructor is not acting in Jeff's best interests.

needs improvement in a specific area and that need is ignored, no one benefits. Moreover, without the consistent support of instructors--who often have more opportunity than counselors to observe students' behavior--a personal counseling program can have but limited effectiveness.

For segments of the Mountain-Plains Counseling component there exists not only subjective, but also quantitative objective, verification of effect--with one exception: No quantitative study exists to document the effects of either the transactional analysis approach (used mostly with alcoholics) or gestalt therapy. In many cases the overt behavior changes observed were striking, and subjectively these approaches were evaluated as effective. Also, two of the top three rated counselors frequently used these approaches.

The Counseling program was not as effective with American Indians as with majority students. However, a nonquantitative comparison of Mountain-Plains to other Indian counseling programs indicates that Mountain-Plains is at least as effective as others (and quite probably more effective).

Counselors' ethnic background did not appear to be a significant factor in counseling effectiveness--with either minority or majority students. However, knowledge and understanding of minority problems were observed to be important variables.

Initially, Mountain-Plains attempted a team approach, merging Counseling and Community Development. Because of frequent changes in supervisory staff, however, Mountain-Plains eventually abandoned this approach. Nevertheless, it could prove highly successful if certain factors were considered. It is imperative that both professional and paraprofessional staff be selected with great care, for much of the program's ultimate success hinges upon their competence. At Mountain-Plains, paraprofessional positions were often filled with persons whose background and education did not render them qualified to fulfill their responsibilities. Underestimating the importance and difficulty of paraprofessional positions can prove disastrous.

Persons wishing to replicate Mountain-Plains personal/marital counseling/psychotherapy should expect that competent supervision, consultation, or extensive in-service training in all areas will probably be necessary for graduates of most counselor training programs--unless they have had previous in-service training. Staffing criteria should focus on appropriate background or experience, but not necessarily limit selection to persons holding advanced degrees. Such key variables as personal effectiveness, personality integration, and self-actualization can be even more important than academic background...and can usually be assessed only through an intensive interview conducted by a fully competent counselor/psychotherapist.

Finally, potential replicators should keep in mind that counselor diagnosis and prescription does not work. Instead, clients must be thoroughly informed about various counseling options--including what each can and cannot accomplish--and then be given a chance to explore their problems/developmental needs in light of this new knowledge and to make their own choices regarding treatment.

STUDENT SERVICES DIVISION

CAREER GUIDANCE COMPONENT

CAREER GUIDANCE COMPONENT

DEVELOPMENT AND CONCEPTUALIZATION

Development of the Career Guidance component at Mountain-Plains was characterized by continual trial and refinement. The initial focus was on staffing, identifying program segments, purchasing career materials, and developing Learning Activity Packages. During this period the sole theoretical emphasis was on trait and factor analyses--assessing student abilities and interests and helping students choose career preparation programs commensurate with those abilities and interests. As the component matured two major subcomponents gained individual identities: Awareness-Exploration and World of Work. Both subcomponents underwent formal programmatic development and refinement. Awareness-Exploration discarded a trait and factor analysis approach in favor of a concentrated vocational development approach emphasizing evolutionary vocational decision making. Learning Activity Packages were designed to assist students in examining the multiple factors related to changing or choosing a career. Group and individual guidance activities were designed to develop skills--e.g., personal self-awareness and value clarification--necessary in making viable career decisions.

World of Work was redesigned when evaluation revealed that many students lacked the necessary skills to obtain and maintain employment. The resulting reorganizational effort emphasized role playing to eliminate dysfunctional vocational behaviors. Through techniques like role playing, students have learned to exhibit behaviors required for a successful interview, and to develop attitudes more conducive to successful interaction with employers and fellow employees.

Numerous conceptual frameworks have been proposed to explain the vocational development of individuals. Generally, these frameworks fall within one of the five broad categories:

1. *Trait-and-factor analysis*, which examines such individual traits as interest, aptitude, and personality, in terms of their relationship to career choices

2. *Psychological approaches*, which stress individual needs and the selection of occupations[1]

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[1] E.S. Bordin, B. Nachmann, and S.J. Segal. "An Articulated Framework for Vocational Development," *Journal of Counseling Psychology*. 1963, 10, pp. 107-116.

See also Anne Roe. *The Psychology of Occupations*. New York: John Wiley & Sons, 1956, passim.

3. Economic approaches, which rest on the assumption that individuals choose careers which can offer such advantages as money and status[2]

4. Sociological approaches, which stress the importance of such factors as culture, community, school, family, and their influence upon vocational choice

5. Developmental approaches, which emphasize vocational development as a process having various life-stages and culminating in a career choice.[3]

A developmental approach was chosen for the Career Guidance component because it was felt that such an approach could provide a sound basis for continuing career/vocational development consistent with and facilitative of a favorable self-concept.

Ginzberg, and others, describe vocational development as a process.[4] Within this general process Ginzberg identifies three periods of vocational development: fantasy, tentative development, and realistic development. The second two are periods reducable to substages. The tentative period includes development of interest, capacity, and values, followed by transition; the realistic period consists of exploration, crystallization and specification.

In his career patterns study, Super outlines various developmental tasks that an individual must accomplish in the course of vocational development.[5] These include--

1. A growth stage with pre-vocational, fantasy, interest and capacity substages.

2. An exploration stage which reduces to tentative, transitional, and trial substages.

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[2] Adam Smith. An Inquiry into the Nature and Causes of the Wealth of Nations. New York: Random House, 1937, passim.

[3] E. Ginzberg, et al., Occupational Choice: An Approach to a General Theory. New York: Columbia University Press, 1951, passim.

See also the following:

D.E. Super. The Psychology of Careers. New York: Harper and Row, 1957, passim.
D.E. Super, et al., Career Development: Self-Concept Theory. New York: College Entrance Examination Board, 1963, passim.
D.E. Super. "The Natural History of a Study of Lives and of Vocations." Perspectives on Education. 1969, 1, pp. 13-22.
D.V. Tiedeman and R.P. O'Hara. Career Development: Choice and Adjustment. New York: College Entrance Examination Board, 1963, passim.

[4] Ginzberg, op. cit., passim.

[5] D.E. Super. "Vocational Development Theory: Persons, Positions and Processes. The Counseling Pscyhologist. 1969, 1, pp. 2-9.

3. An establishment stage with trial and stabilization substages.

4. A maintenance stage.

5. A decline stage with deceleration and retirement substages.

A major principle underlying this approach is insistence on the interaction between personal and environmental variables in vocational behavior. In other words, when individuals choose an occupation, they encourage development of self-concept by selecting occupations which afford opportunity for self-expression.

Both Ginzberg and Super provide a conceptual outline of typical behaviors which can be expected during vocational development. Their outline can be transformed into a career guidance model through specification of: 1) the tasks to be focused upon; 2) the time in which the vocational developmental tasks are to occur; and 3) the numerous decisions which occur during an individual's vocational development. Mountain-Plains Career Guidance objectives draw extensively upon these theoretical postulations.

COMPONENT OBJECTIVES

In reviewing the Career Guidance component, it is important to distinguish between objectives and goals. Goals are general, descriptive statements.[6] For example, the goal most frequently cited by career guidance professionals is "vocational maturity." Objectives, on the other hand, delineate behavioral tasks required to meet the goal, and outline a developmental process to assist individuals in accomplishing the goal.[7]

In light of this distinction, E.L. Herr describes a systems approach for developing career guidance objectives:

> The objectives of vocationalization, then, rest upon statements of expectations for students, which in turn necessitate judgment of what individual students ought to be able to achieve and behavioral descriptions of these activities. But it is also important to recognize that for optimum effect, vocationalization should be individualized with each student who is able to

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[6] R. Mager. Preparing Instructional Objectives. Palo Alto: Fearon Publishers, 1962, passim.

[7] E.L. Herr and S.H. Cramer. Vocational Guidance and Career Development in the Schools: Toward a Systems Approach. Boston: Houghton Mifflen, Co., 1962, passim.

> work on information or who has been exposed to experiences different from other students at any given time. While the literal realization of such a goal may be too much to expect, any attempt to aid vocationalization systematically requires an emphasis both on diagnosis and on the provision of diverse learning experiences, from which can flow prescriptions for individual progress. The point is that it is not enough simply to say to a student, be vocationally mature. If this is what we want him to become, he needs to understand what being vocationally mature means, what the consequences of vocational maturity are, how he becomes vocationally mature, and what opportunities must be available to him to aid such effort. In essence a systems approach to vocationalization at its best would represent an unbroken continuum of experiences planned with and for the individual student which takes him wherever he is and moves him progressively toward the goal of vocational maturity by mustering all the resources and persons that are available to help toward such an end.[8]

In establishing Career Guidance objectives at Mountain-Plains, developmental tasks delineated by both Super and Ginzberg were used in identifying behaviors required to reach vocational maturity, as well as the sequence in which they were to occur. However, program objectives and evaluation criteria are derivations (rather than direct reflections of) the Super/Ginzberg approach.

Sample Career Guidance objectives include the following:

- Identifying personal needs and values and their relationship to selecting a career
- Identifying personal aptitude and its relationship to career choice
- Analyzing the employment and working conditions of a chosen career
- Identifying the physical demands of a chosen career
- Preparing a neatly typed, readable resume usable in job placement
- Responding to questions in a simulated job interview.

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[8] Herr, op. cit., p. 100.

GLORIA

Gloria is a 24-year-old divorced mother of two small children. She has spent much of the past four years--since the divorce--working as a waitress in a small town in Idaho. Her salary has barely been enough to support her small family, and Gloria feels that by developing good clerical skills she could qualify for a much higher paying job. Gloria is not enthusiastic about Career Guidance, since she has already made up her mind to become a secretary. However, a Career Guidance staff member offers some interesting observations. Gloria's vocational interest and aptitude tests show that she might be better suited to a job in which she could converse with people and move freely from place to place. Has she considered, he asks, that a desk job might be confining? That there could be limited opportunity to meet people or to work outside a single office? He suggests that Gloria explore both Office Skills and Marketing & Tourism, talk with instructors there and see firsthand what the students do each day. Though not really discouraged about Office Skills after her Exploration visit, Gloria finds the visit to Marketing & Tourism a revelation. She has always considered marketing "a dull kind of job," without ever having a clear notion of what it is like. She is amazed to see students designing and assembling shop windows, preparing advertising displays, dressing mannequins, and writing promotions for new products. She finds this sort of work exciting and attractive. Perhaps Gloria will still become a secretary--but at least now she has another option.

These objectives are systematically arranged to assist the student with the many decisions involved in making a vocational choice. For a complete list of component objectives and the criteria by which their attainment is assessed, see Student Services Manual.

COMPONENT FUNCTIONS

Component functions are best described under the headings of content and process. Content refers to information relative to various occupations; process focuses on appropriate changes individuals make within themselves as a result of guidance. The integration of process and content is conceptualized in two stages: 1) Awareness and Exploration, and 2) World of Work.

Awareness and Exploration

Prior to entering the Awareness and Exploration segment of Career Guidance, incoming students attend an orientation meeting. At this time they are introduced to both the content and the process of the Mountain-Plains Career Guidance program. The introduction is informal, designed to promote group rapport and alleviate anxiety.

While orientation style is left to the discretion of staff, the following topics are normally included in the introductory material:

1. The objectives of career guidance
2. The specific contents and activities of Awareness and Exploration (including a general description of Learning Activity Packages, group guidance activities, and the Career Information Center)
3. World of Work objectives
4. The purposes of the Minnesota Importance Questionnaire (MIQ), Ohio Vocational Interest Survey (OVIS), and General Aptitude Test Battery (GATB).[9]

Prior to conclusion of Career Guidance orientation, student questions concerning the department are solicited and answered.

The awareness stage of Awareness and Exploration is designed to assist students in obtaining knowledge about, and developing open attitudes toward, career decision making. During this period, staff begin to identify stages in the individual's vocational development.

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[9] Since this introduction precedes actual test administration, preparatory remarks are intended to alleviate test anxiety and to foster honest and accurate responses.

This aspect is significant, since individuals differ in their readiness and aptitude for developing appropriate vocational behaviors. For example, the student of moderate ability who wishes to be a nuclear physicist and the student who rejects various occupations on the basis of intrinsic or extrinsic rewards are at different stages of vocational development. Consequently, the developmental needs which the guidance counselor can identify enable that counselor to better assist the student.[10] Self-concept has a major influence on vocational development--particularly for disadvantaged adults. Recent research indicates that a consistent problem experienced by this population is low self-image.[11] Consequently, the awareness stage of Awareness and Exploration focuses on helping students gain an accurate picture of themselves by exploring their environment and analyzing what factors differentiate them from others.

Upon entering the exploration stage of Awareness and Exploration, students begin to organize and sythesize specific information relative to careers in which they may be interested. This exploration stage calls upon students to make various decisions--some significant, some minor--to weigh employment alternatives. Students analyze employment opportunities, salaries, working conditions, and job functions, and use what they have learned about these environmental factors and about themselves in making decisions.

Just prior to completion of the exploration stage, students have a chance to visit the occupational preparation area which each has chosen, to observe other students preparing for careers in the field, and talk with instructional staff about their career choice. This part of the exploration stage is designed to give students a more realistic picture of what it is like to be on the job--as a secretary, mechanic, cook, hotel manager, or whatever. The experience can lead students to reject an occupation about which they had held misconceptions--or conversely, to gain new perspectives regarding a field they had never really considered. Students may visit more than one occupational area if they so desire, but are encouraged to explore one field thoroughly before moving on to the next. Following the visit, students discuss their impressions with a Career Guidance staff member.

Throughout Awareness and Exploration, emphasis is placed on both group and individual guidance techniques. Group guidance is used for the dissemination of career information, for vocational planning, and for helping students increase self-understanding, and self-acceptance. Individual guidance techniques are used to help students integrate career information with their increased self-awareness. It is part of Mountain-Plains' philosophy that knowledge of oneself can lead to a more appropriate and positive vocational choice.

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[10] Although students progress through all stages of the Career Guidance component, the reate of progression is dependent upon a student's level of vocational maturity

[11] Rowan Conrad and Alan Mayott. "Effects of a Counseling Model on Self-Concept and Related Variables with Adult Members of Disadvantaged Families." Counseling Services Report No. 20. Glasgow, Montana: Mountain-Plains Press, 1974, passim.

Rowan Conrad. "A Personality Development Interpretation of Employability and Disadvantaged Status with Remedial Implications." Counseling Services Report No. 21. Glasgow, Montana: Mountain-Plains Press, 1974, passim.

To aid students in vocational decision making, a variety of Learning Activity Packages have been prepared to provide students information relative to various occupations. LAPs provide students with an outline of objectives, their rationale, and questions to be discussed.

World of Work

The World of Work segment of Career Guidance is designed to assist students in developing particular skills and behaviors necessary for obtaining and maintaining employment. Specific guidance activities within World of Work focus on preparing a resume, preparing a personal records booklet for employment, completing a job application form, and being interviewed for a job.

A second World of Work objective is to aid students in developing attitudes which are known correlates of successful employment. Specific areas of concern focus on student performance, conformance, cooperation and dependability.

Students with dysfunctional vocational behaviors attend group counseling sessions in which role playing is the predominant instructional technique. Role playing techniques were selected for use at Mountain-Plains on the basis of research conducted by Riessman, and previous success with group procedures in both the Career Guidance and Counseling components.[12] Riessman reports that disadvantaged males are more responsive to role playing than to other techniques. It can also be argued that since behaviors are learned in a group setting, perhaps they are best unlearned in a group setting.[13] The following sequence of procedures is implemented in role playing:

1. Orientation: Role playing is preceded by an intensive orientation session. Students are given thorough information concerning the rationale behind role playing, role playing objectives and goals, role playing as a process, student and staff expectations, and student objectives.

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[12] Riessman. "Role Playing and the Lower Socio-Economic Group." Group Psychotherapy. 1964, 17, pp. 36-48.

[13] Special training in role playing was provided to Mountain-Plains staff by Carl Hollander of the Colorado Psychodrama Center.

2. Warm-up: Staff begin each session by encouraging group members to interact with each other in order to provide a relaxed, open atmosphere for subsequent role playing activities. In addition to serving as the group leader, a staff member actually joins in role playing activities. More than one staff member may participate, but a usual group involves six to eight students (often married couples) and one staff member.

3. Problem Presentation: The staff member acknowledges personal problems raised by students and, additionally, elicits further information pertinent to a problem situation. Whenever possible, real problems, rather than invented situations, are used as the basis for role playing activities. This practice is intended to make sessions more useful and relevant.

4. Group Interaction: As problems are introduced and discussed, the staff member attempts to identify those which are most common to the group members. Once a given problem has been selected by group members as the basis for the next activity, the problem presenter becomes the protagonist and the problem serves as the focal point of the role playing scene. Group members are then selected to play the roles of people involved in the situation. Typical roles might include a husband and wife working out a disagreement, or an employer trying to get an employee to see his point of view. A technique frequently employed is role reversal, in which, for example, a husband will assume the role of his spouse and vice versa; this technique is particularly effective in helping students understand another's perspective.

5. Integration: Following the specific role playing scene, group members are encouraged to discuss their feelings and reveal what they may have discovered about themselves. The staff member reinforces statements which indicate that effective learning has taken place. After the problem situation has been discussed thoroughly, a second problem is identified and the sequence is repeated.

INTERCOMPONENT FUNCTIONS

A number of Mountain-Plains program personnel contribute to attainment of Career Guidance objectives--most notably the instructional staff, student advisors, and personal/family counselors. All assist Career Guidance staff in influencing student behavior.

TED AND CINDY

Ted and Cindy have been married three years and have two small children. This is Ted's second marriage. He is 24; Cindy is 19. Ted is planning to become a chef and is progressing satisfactorily through the course, although a recent moodiness sometimes threatens the quality of his work. He admits to some marital discord, but says that no amount of counseling or advice will help since the whole problem resides in "how unreasonable Cindy is."

Cindy is studying to become a clerk typist, but lately she has been skipping classes and her instructor has noted a markedly depressed attitude on her part. If she does not resume her studies soon, she will not complete occupational preparation by Ted's exit date.

Ted is impatient with Cindy's depression. He goes out in the evenings for recreation while Cindy babysits their children. Seldom does he tell her where he is going--"She only gets mad anyway," he contends.

Ted's counselor suggests role playing, and Ted and Cindy enroll in a group with two other couples. The situation makes both of them uncomfortable at first, but the other couples are friendly and the sessions are interesting. It's nice to know that other people have problems too. About the third session discussion begins to focus on Ted and Cindy's problem. By carefully introducing some important questions, the group leader gradually draws out Cindy's resentment at being left with full responsibility for the children, and her fear that Ted is losing interest in her. With the other members of the group watching, Ted is slower to lose his temper. He listens to what Cindy has to say. Then the group leader suggests a role reversal. Cindy will pretend she is Ted and vice versa; each will try to get a feeling for what it is like to be the other person. As "Ted," Cindy states that she is going out for the evening and can't be bothered with household chores. As "Cindy," Ted questions her about where she is going and she refuses to answer. Despite any coaxing, cajoling or threatening, "Ted" remains silent. Later, members of the group discuss the episode. Ted confesses that he found Cindy's behavior exasperating and found himself resenting her unwillingness to communicate. Cindy wonders aloud whether she ever sounds "quite as bad as Ted." Each feels the other exaggerated a little--but both would like to try it again.

Instructional Staff

The instructional staff support guidance goals by--

1. Providing students with access to specific information about various occupational training areas.

2. Making use of instructional procedures and settings that simulate the actual conditions of employment (e.g., paying students a stipend based on hours of class attended).

3. Openly discussing with students any dysfunctional attitudes or behaviors which may affect future employment, and making appropriate referral for serious problems.

Student Advisors

The Student Advisory Office is primarily responsible for scheduling and for coordinating courses to help students fulfill individualized career plans. Student advisors facilitate attainment of guidance goals by--

1. Discussing with students the results of pretests in light of the competency levels required for their chosen careers.

2. Acting as a referral source for information or advice.

3. Providing information regarding student progress in a chosen career.

Counseling

The Personal/Family Counseling staff are primarily responsible for stimulating students' personal and emotional development. Counselors promote attainment of guidance goals through--

1. Conducting formal and informal consultations with Career Guidance staff in regard to specific personal behavior problems.

2. Referring students who experience vocationally related problems to Career Guidance staff.

EXTERIOR FUNCTIONS

The Minnesota Importance Questionnaire (MIQ) and the Ohio Vocational Interest Survey (OVIS) are used to enhance student self-understanding. The tests are designed to help students clarify their primary needs and interests, in order that they can select careers which will prove fulfilling. Mountain-Plains has contracted the services of the University of Minnesota and Harcourt Brace and Jovanovich for the scoring of MIQ and OVIS respectively.

RESOURCES

Staff

The number of staff needed in a career guidance program depends on a number of variables: the characteristics and needs of the population to be served; staff responsibilities in facilitating program objectives; and administrative and research responsibilities. Currently, Mountain-Plains Career Guidance employs one supervisor, four career guidance specialists, one career guidance aide, a secretary and an intern.

In selecting staff a number of important criteria should be considered. First, career guidance staff should be familiar with basic vocational development theories and research; the use and misuse of tests; basic career decision making strategies; and procedures for organizing and disseminating career information. Second, they must be skilled in implementing basic individual and group guidance techniques. Third, staff members in the current setting need research skills. Mountain-Plains Career Guidance staff are required to have either a master's degree in guidance and counseling or equivalent experience. (The educational training and experience of the present staff are presented in the Student Services Manual.)

A NOTE TO THE READER

Staff selection at Mountain-Plains depends on a number of criteria. Academic background is generally valued and sought, but is never used as an exclusive criterion in hiring staff. Experience in a competency based, individualized setting may be of equal--or even greater--value. Flexibility and willingness to adapt to new procedures or instructional techniques are essential personal characteristics. And because Mountain-Plains' primary goal is to increase the employability of its target population, it is especially *desirable that occupational instructors have on-the-job experience in their respective fields. It is integral to Mountain-Plains' philosophy that students be taught not only a skill, but a whole set of behaviors and attitudes that can help them succeed as employees. The instructor who "has been there" is generally more capable of providing the information and insight that can help students realize that success.*

In response to student needs, staff must devote considerable time to student contact. On the average, staff members meet with students between four and six hours per day. During Career Awareness and Exploration, three separate Career Guidance groups meet daily, for two hours, over a period of three weeks. Similar schedules apply during World of Work. Additional staff responsibilities include individual meetings with students, counselor/instructor consultations, and various administrative meetings.

Facilities and Equipment

A dynamic career guidance department requires adequate floor space and a variety of equipment. In addition to the usual office furnishings, it is desirable to have access to audiovisual equipment; slides, tapes, filmstrips and other audiovisual presentations can greatly increase the appeal and clarity of information presented to students. To ensure quality, all materials--audiovisual and printed--are thoroughly screened for reading level, content, and relevancy prior to purchase.

COMPONENT INFORMATION SYSTEM

Output

Mountain-Plains has produced a variety of research reports on career guidance for external distribution. Examples include the following:

- Richard N. Manley, John S. Paulson, and Kathleen E. Handley. Developmental Model for World of Work and Work Experience. Glasgow: Mountain-Plains Press, March 1974.

  A monograph describing activities, evaluation criteria, and procedures used in the design and implementation of the World of Work and Work Experience program.

- Richard N. Manley and Rowan W. Conrad. Basic Internal Accountability Design for Career Guidance. An Affective Evaluation Report: Career Guidance Report No. 1. Glasgow: Mountain-Plains Press, December 1974.

  A report examining objectives, instrumentation, and design of the career guidance program.

Input

The program's state coordinators are responsible for providing information on students prior to their arrival at Mountain-Plains. Much of this pre-center information is distributed to Career Guidance staff to help them meet the diverse needs of arriving students. Pre-center information includes--

- An application for program admittance
- Educational background data
- Employment history
- Current financial report
- Sociological information
- Employer evaluation forms.

An additional source of information for Career Guidance staff is the Developmental Employability Trait Form (discussed in detail under COMPONENT FUNCTIONS OF COUNSELING).

COMPONENT IMPLEMENTATION SUGGESTIONS

A number of factors should be considered prior to implementation of a Career Guidance program. Following are some suggested strategies.

Prior to establishing a program, the replicator should become knowledgeable regarding the theories, research, and guidance systems available. Additionally, the replicator should become familiar with the needs of the student population the program is designed to serve. Only then is it possible to develop the objectives and evaluation criteria of a dynamic program.

Once tentative objectives are identified, the replicator should seek the support of counselors, instructors and administrators. Career Guidance goals and objectives should be fully explained, questions answered, and recommendations solicited. At this point, it is essential that Career Guidance staff indicate clear understanding of the role Career Guidance will play in meeting overall program needs, and make a firm commitment to fulfilling the goals and objectives that have been established. The cost of initiating a guidance program should be reviewed, and a scope of work commensurate with available monetary support outlined in detail. During the course of replication, periodic orientation meetings should be scheduled with the general staff to discuss the effectiveness of the program, answer questions and review suggested programmatic changes and revisions.

Once staff commitments are made, additional resources--such as needed guidance materials, and a career information center and staff offices--must be obtained.

A Career Guidance component provides a developmental process for vocational decision making. By implementing such a program, the replicator eliminates the need to rely upon test data as the only means of assisting students in selecting a career. At the same time replicators must recognize that a developmental approach requires that students make numerous sequential decisions all leading ultimately to career selection. The replicator should understand the vocational decision making process, be capable of providing specific information on various careers, and practice the skills needed to assist students in integrating information about themselves and the world of work.

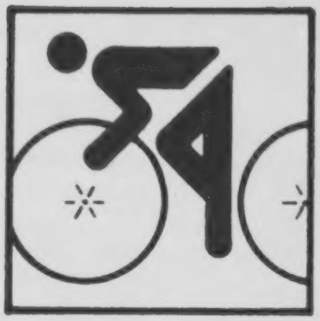
Assisting students in selecting a career demands current, accurate career information. Although various publications are now available, their cost is often prohibitive. Therefore, if budgetary constraints are of concern, it is recommended that the replicator contact various national industrial associations and request current career information.

Few counselor education programs provide training related specifically to career development. As a result, replicators will need to conduct seminars and in-service training to assist staff in developing career developmental competencies. Suggested topics include--

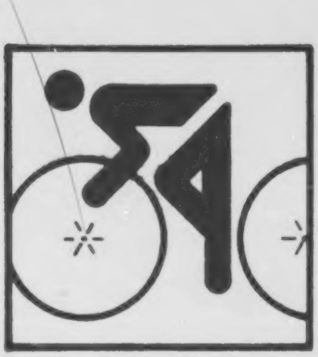
- Theories of vocational development
- Use and misuse of tests
- Group and individual guidance techniques
- Use of career information
- Vocational decision making as a process
- Translating current research into practice.

It is advisable to assign a student to one guidance counselor for the duration of the time he or she remains within a particular educational setting. This allows the counselor to guide the student throughout vocational selection and preparation, thereby adding a sense of continuity to the overall process. Vocational guidance must not be viewed as an isolated activity, but as an ongoing integral part of each student's education.

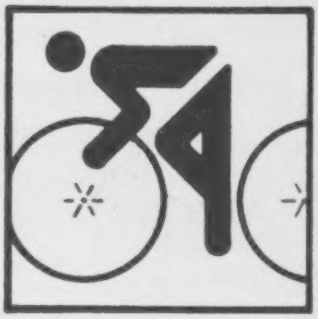
Students should, of course, retain the option to request a different counselor should such a change seem desirable or efficient for any reason. The advisability of such a change should, however, always be weighed against recognition of the fact that a counselor who observes a student's progress from the time of program entry gains insight and knowledge which cannot always be effectively transmitted to a third person. In addition, a long-term counselor-student relationship generally provides greater opportunity for rapport than one of limited duration.

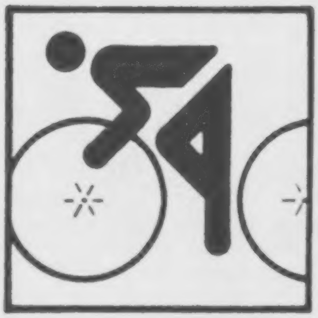


STUDENT SERVICES DIVISION



COMMUNITY DEVELOPMENT AND RECREATION COMPONENT





COMMUNITY DEVELOPMENT AND RECREATION COMPONENT

DEVELOPMENT AND CONCEPTUALIZATION

The Community Development and Recreation component is a student oriented, student supported, student serviced component responsible for program functions in four distinct categories. As a receiving and relocating station for student families, the component has additional responsibilty for influencing student attitudes regarding community participation and leisure time skills.

The component comprises four broad student support areas:

1. Community Development: A formal program designed to influence student attitudes in relationship to community activity, awareness, and participation. In dealing with a disadvantaged population, Mountain-Plains acknowledges that one important aspect of eventual life satisfaction for the disadvantaged involves successful community participation.
2. Orientation: A formal program introduction designed to help incoming student families adjust to the Mountain-Plains environment. An exit orientation program enables departing student families to negotiate a number of difficulties that are part of relocation.
3. Recreation: A program providing recreational opportunities and instruction for Mountain-Plains student families.
4. General Services: A catch-all program delivering a variety of necessary services.

Following is a more detailed look at each of these four student support areas.

Community Development

Prior to 1973, Mountain-Plains' efforts at community development were minimal. However, as the number of students on site increased, the need for structured activities and a planned program became evident.

Not until the fall of 1973--when an unusual series of circumstances prepared the way for a breakthrough--was much progress made in establishing a student government. At that time, the existing student government was disorganized, nonrepresentative, and ineffective. An opportunity for reorganization occurred with the resignation of the presiding officer. The new officer decided to conduct a class on student community participation and support. It was highly successful. As a consequence, a firm bond was established between the community and the student government--and the way for reorganization was opened. By November 1973 reorganization was completed, and still support from management, staff, and students continues to grow.

Concomitantly, volunteer groups and associations were organized to channel interests and meet various needs. A Teen Club was established, and a Big Brother/Big Sister program innaugurated along with a Pleasingly Plump Club, an Indian Club, Spanish classes, a Volunteer Tax Assistance program and miscellaneous cultural and recreation groups. Various groups were organized and disbanded as student needs and interests shifted, with Community Development keeping organizational efforts alive.

Gradually, the Community Development approach was extended beyond Mountain-Plains. At the initiative of Community Development staff and students, student groups began relating to the greater Glasgow community by conducting public relations speaking tours and seeking the services and resources of outside agencies (e.g., Glasgow Social Services was asked to train Big Brother/Big Sister participants).

Conceptualization of the Community Development program is guided by three dominant assumptions. First, the culture of poverty concept stresses that because the disadvantaged have less organizational experience and fewer organizational skills than other socioeconomic segments of the American population, they also have greater difficulty identifying with, and negotiating within, a highly organized society.[1]

A second assumption is that organizational skills can be learned and practiced to increase community participation and desired social or political involvement, and to enhance one's potential as an active, contributing member of society. American community life in general, and a host of community services in particular, have come to depend on voluntary groups and associations. Therefore, voluntary citizen participation is seen as constituent rather than peripheral aspect of American life.[2]

A third assumption is derived from sociometric theory which views man as a social being, and argues that life depends on participation in sustaining, supportive groups. The number and kind of groups vary from individual to individual and the nature and quantity of groups available differ from community to community, but

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[1] Charles Valentine. Culture and Poverty: Critique and Counter-Proposal. Chicago: University of Chicago Press, passim.

[2] J.L. Moreno. Who Shall Survive? New York: Beacon House, Inc., p. 19.

group existence remains literally a matter of life and death. Further, social groups may be either beneficial to or destructive of the supporting social values of society.[3]

Though derived from theory, these assumptions are borne out by Mountain-Plains' experience. Mountain-Plains staff have observed firsthand the general lack of organizational skill and experience among a disadvantaged population, and what happens when socially constructive and maximally beneficial experiences are not provided.

Recreation

Mountain-Plains' Recreation program operates out of the Family Center, a major facility opened in early 1972. The primary goal of Recreation is increased student socialization through exploration of new recreational opportunities and interests, and development of new recreational skills.

Early in its development, the Recreation program consisted of a series of loosely organized efforts to engage students in leisure-time pursuits. Then, in the summer of 1972, a well organized program for the enrichment and recreation of children was developed and successfully implemented. This summer program was basewide and well supported. Interest in recreational activities began to increase. As a consequence, a leisure skills program was developed for adults in September 1972, and students began receiving instruction in planning leisure time. Family and community avocational interests became a way of life at Mountain-Plains. Student progress in the program was monitored, and the Family Center served as the primary facility for classes and activities. By August 1973, Recreation had gained status as a Community Development program.

Orientation

The major goal of Orientation is to help students adapt to the Mountain-Plains program and community. During the early development phase, only a handful of students were enrolled at Mountain-Plains, and orientation was generally handled on a one-to-one basis. As Mountain-Plains grew and the number of on-site families increased, it became necessary to establish a formal Orientation program, with family life workers assigned to guide families through scheduled activities. Though reasonably well conceived, this initial effort represented a potpourri of approaches lacking consistency and direction. Over time, Orientation was modified. Under the present program, a community worker (formerly designed community instructor, family life worker) receives a family, helps them settle into a new home, and gradually introduces them to the purposes, procedures and facilities of Mountain-Plains.

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[3] Ibid.

In the summer of 1974, a similar (but less extensive) orientation program was initiated for students preparing to exit the program. Previously, community workers helped by arranging for a housing inspection and the moving of equipment. Counseling Services arranged group experience sessions in which students would discuss the prospect of taking up residence in a new community without the supports available at Mountain-Plains. Aside from these provisions, students were left alone to negotiate rather complicated exit procedures. Now, through Exit Orientation, students are guided through virtually every step of the exit/relocation process, including arrangements for job interviews and placements. Exit Orientation is usually initiated about 90 days prior to a student's projected termination date.

General Services

Because there were few student families on site early in Mountain-Plains' development, most services could be provided on a one-to-one basis. As more student families enrolled, it became imperative to develop a system for processing requests and providing services. Staff members drafted a set of initial procedures designed to provide uniformity of operation. Through trial and error, policies were revised and refined, and the current General Services subcomponent was created. Specific objectives of the subcomponent include assisting students with resettlement, providing general information, and ensuring that overall program operations run smoothly.

COMPONENT RESPONSIBILITY

The Community Development and Recreation component is operated as a complete unit within the Student Services Division, and is organizationally responsible to the coordinator for student services.

COMPONENT OBJECTIVES

Community Development

The overall goal of Community Development is to provide Mountain-Plains students an opportunity to increase their participation in community activities, and to develop their organizational abilities.

To involve as many students as possible in community activities, Community Development focuses on the needs and interests of students in typical American communities. It is expected that through their participation in volunteer groups and activities, students will enhance their organizational and human relations skills, learn how to establish and enjoy relationships with others, and gain experience in more formal organizational settings. Follow-up studies indicate that many Mountain-Plains graduates continue a pattern of community involvement even after exiting the program.

Specific training in group leadership, parliamentary procedures, and community action process is given student leaders elected to serve as members of the MOWINDS[4] student government. There are, however, additional leadership training programs available to other students.

Organizations and programs developed for students are at once supportive (serving the student during his or her stay at Mountain-Plains), and developmental (generating positive organizational participation and social learning). While these organizations are developed to respond to student needs and interests within the Mountain-Plains setting, many have counterparts in the local communities. Warren defines *community* in terms of such locally relevant functions as production-distribution-consumption, socialization, social control, social participation, and mutual support.[5] Using these functions as a general base, Mountain-Plains groups are established to encourage and provide for social participation relating to economics, government and planning, education, recreation, religion, culture, welfare, children and youth, health, and intergroup relations. Participation in both formal and informal groups is recognized as significant.

Such structured experiences strive to rectify the cultural deficits of a disadvantaged population, and help the individual to attain a *social self*. The leadership and participation skills that students develop at Mountain-Plains can help enhance community life in a student's chosen place of residence.

COMPONENT FUNCTIONS

Community Development

An introduction to student volunteer activities is part of Initial Orientation. This introduction includes two training courses developed for student government leaders. The first course consists of twelve on-hour sessions conducted weekly. Students are trained in group leadership, parliamentary procedure, and community action process. The course coincides with the term of office designated for those elected to student government--three months.

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[4] MOWINDS is an acronym derived from first letters of the states within Mountain-Plains' six-state region: MOntana, Wyoming, Idaho, North Dakota (and Nebraska), and South Dakota.

[5] Roland L. Warren. *The Community in America*. 2nd edition. Chicago: Rand McNally and Company, 1972, p. 167.

A second course, offered to students who have completed at least part of the first course, consists of twelve two-hour sessions. Students receive instruction in group skills, leadership roles, identification of community concerns, and community action.

Student government structure at Mountain-Plains comprises eleven neighborhood groups, six state representatives and four executive officers. These representatives are known as the MOWINDS Council. Neighborhood groups are responsible for welcoming incoming students into the organization. These groups often inaugurate or share in action projects. The MOWINDS Council meets weekly to deal with priorities identified by neighborhood groups, represents students to program/community officials, and provides for various community activities. The Council and the neighborhood groups provide a communication link between students and program/community officials. MOWINDS Council meetings are open to all students; parliamentary procedure is observed, and discussion is invited on all subjects raised. Meetings are held in the Family Center auditorium. Both group and Council meetings provide a vehicle through which Community Development staff and students can initiate a wide range of community activities.

Student government does not reach everybody. As noted earlier, one characteristic of Mountain-Plains' population is a low degree of social participation and limited social skills. Further, the program recognizes that not everyone is interested in the kind of experience student government provides. Staff members make a special effort, therefore, to communicate with students in other ways--through informal conversations and occasionally through planned social activities--to learn what their needs and interests are and to find ways in which those needs can be met.

Community Development works closely with Recreation, using recreational facilities and programs as a tool for Community Development. There are numerous organized recreational activities, such as pool tournaments, bowling league playoffs and summer camp programs for children.

Recreation also maintains facilities operated on a volunteer basis. Community Development helps students develop particular knowledge through leadership classes and volunteer workshops. Thanks to Recreation's volunteer program, students gain experience as managers, instructors, and group leaders.

During Orientation, Community Development initiates social contact through the neighborhood group leaders and the Welcome Wagon. When incoming students arrive on site, the appropriate group leader is immediately notified. Group leaders often assist families with unloading their moving van or extend the new family an invitation to dinner. They help answer the many questions new families invariably have, and do whatever they can to make families feel welcome. Welcome Wagon groups meet new student families, escort them to various community facilities, and explain where and how to obtain various services or supplies either on the Glasgow Air Force Base or in the town of Glasgow.

Recreation

In response to student interest, a number of recreational programs have been developed. Qualified student volunteers often serve as instructors and are responsible for organizing and operating these programs. Participation in the Glasgow Air Force Base Recreation program is also encouraged to the extent possible in order to minimize cost in materials and personnel. Additionally, Base Recreation makes the following facilities available to students: a library, arts and crafts center, auto hobby and wood hobby shops, gymnasium, bowling alley, Youth Center, and theater.

In most cases, students do not have vacations at the same time as their children. Therefore, summer recreation programs for children are a necessity. The primary emphasis is on providing a sound, healthy recreation program under supervisory conditions. Such programs help children develop both social and physical skills, and provide student parents the freedom to attend school during summer vacation months. Adult recreation and skill classes are conducted year round, using available on-base facilities. Arts and crafts programs emphasizing skills useful in the home setting are provided by staff and volunteers. Crafts purchased in kit form are usually sold to students at a fraction of cost to allow maximum participation.

A class in cardiovascular fitness and weight control is also offered. Class participation is voluntary, but student advisors may recommend that students with weight or physical fitness problems attend. The class is offered daily during regular school hours.

Activities designed to stimulate cultural awareness include local tours and trips. The Family Center is also used as a culture and civic center. Clubs and associations are frequently formed by students with specific interests.

Recreation provides a variety of program functions:

1. Operation of Facilities: The Family Center is operated by student managers and student volunteer supervisors under the direction of the Recreation staff.

2. Check-out of Equipment: Students are allowed to check out recreational equipment for personal use. Volunteers at the Family Center operate the check-out system.

3. Communications: Personal communications among groups and individuals is encouraged to stimulate participation and interest.

4. Maintenance: Recreation staff are responsible for maintenance of all recreational equipment.

5. Ordering and Supplies: An annual budget is submitted and supplies are ordered directly for student use.

6. Facilitation of Activities: Provided enough interest exists among students, new groups or clubs may be formed, or an activity of special interest--like a children's carnival--may be arranged.

7. Activities Index: Recreation calendars provide current information on upcoming events.

Orientation

Orientation is largely a socialization process--a chance to establish personal, community, and group relationships. During Orientation a strong rapport often develops between staff members and students. Orientation procedures are spelled out in a standard guideline, "Procedures for Incoming Families." (See Student Services Manual.)

Occasionally, students have a difficult time adjusting to Mountain-Plains. Community workers observe students during Orientation, and if there are needed adjustments appropriate referrals are made. Because community workers attend sequential orientation sessions, they can detect duplication of efforts and make suggestions. Guidelines for Exit Orientation are presented in "Procedures for Exit Orientation." (See Student Services Manual.)

Community Development supports the efforts of Orientation staff. Community workers notify neighborhood and state leaders when a new student arrives, so that the group leader can arrange for a visit by the Welcome Wagon. Community Development ensures that Orientation runs smoothly and all important contacts are made, and monitors a MOWINDS presentation. During Exit Orientation, Community Development administer a post questionnaire to determine the extent of student involvement in community action and recreation programs.

Participation in student government, and recreational and social programs varies greatly within the Mountain-Plains population. Continuous efforts are made to increase student interest and involvement, but participation remains largely voluntary (i.e., students are required to plan leisure-time activities, but the nature of those activities is optional). It is notable that much of the impetus for encouraging involvement in student government comes from students themselves. Participating students are highly cognizant of their role as a strong constituency with the power to make decisions and influence procedures. Student government provides one more means through which Mountain-Plains students can control the direction of their own education.

INTERCOMPONENT FUNCTIONS

Community Development

Community Development often serves as a referral agent for Counseling. Community Development staff have time and opportunity to observe students firsthand, and to become aware of problems that call for counseling. Community Development also provides a communications channel through which administrators can inform students of changes in policies and procedures.

Community Development staff work with Education Services staff to locate qualified students who might wish to volunteer for certain community activities. For example, students are screened to locate prospective managers, bookkeepers, and secretaries interested in gaining some on-the-job experience while serving the community.

Recreation

Recreation provides equipment and services useful to a number of other programs. Early Childhood Education staff take children to the Family Center during inclement weather for activities and games. Recreational equipment outside the center is also available for their use. Controller's Services handles reimbursement for lost or damaged equipment. Students with weight problems who volunteer for the aerobics program are referred to the health area for diet information and a coordinate physical before actually beginning classes.

Orientation

Orientation interacts with a number of program components including Controller's Services; Research Services; Counseling; Career Guidance; Early Childhood Education; Personnel; Property and Purchasing; Foundation Education; and Occupational Preparation. In most instances, this interaction takes the form of coordination and referral.

EXTERIOR FUNCTIONS

Community Development

Community Development maintains relationships with a number of outside agencies. Glasgow Social Services, for example, has been asked to provide assistance to the Big Brother/Big Sister program and the Volunteer Income Tax Assistance program. Glasgow Public Schools staff have worked with Mountain-Plains in efforts to achieve better school-community relationships. (Staff from the Cooperative Extension Services have been helpful in establishing, publicizing, and providing resources for the Awakening General Teen Club and 4-H Club.) Community Development also monitors student-operated public relations programs based in nearby communities.

Recreation

To keep expenses in check, every attempt is made to utilize existing community programs and facilities. For example, Mountain-Plains provides lessons and transportation to a swimming program for children and adults sponsored by the local community. A local youth camp provides a summer program for older boys and girls in which Mountain-Plains participates.

The Glasgow Air Force Base Recreation program provides a variety of intramural sports leagues in which Mountain-Plains students can participate as players, coaches, umpires, referees, and score keepers. This base program also offers instruction in a variety of children's after-school programs.

RESOURCES

Community Development

The major staff resource is the community development technician, who is responsible for most program development and planning, and who not only maintains existing community programs, but also develops new programs as needs arise. The technician acts as organizer, planner, advisor, trainer, and evaluator for the student government, and various clubs and associations. The technician also works closely with Recreation staff, helping them to make the best use of staff resources in community activities.

The community development technician's office is always open to students, whose ideas for new or improved programs are consistently sought. Community Development facilities are as varied as student interests, and normally include whatever space is available and appropriate: community center, community hall, homes, back yards, football fields, empty classrooms, and the gymnasium.

Materials and facilities necessary to conduct a community development leadership class are readily available at Mountain-Plains. They include a curriculum outline which specifies instructional procedures and appropriate use of books and films, a classroom of appropriate size, a projector, and a chalkboard.

Recreation

The size of the Recreation staff varies with type and extent of the program in progress. There are two permanent Recreation staff members, who are assisted by additional temporary staff as needed. Since most recreational activities are conducted during off hours and weekends, staff members need to be highly motivated.

The main Recreation facility is an old Air Force officers club which has been converted to a Family Center. The Center includes spacious meeting rooms, a snack bar area, T.V. room, adult game room, tots' toy area, craft area, storage facilities, and a large hardwood area for dancing and other social events. Through the Center, students are able to purchase recreational equipment at a reduced rate.

A Family Center manager is responsible for planning and coordinating operations, and supervising all activities occurring within or originating from the Family Center. Basic qualifications for the Family Center manager include a bachelor's degree in student personnel services or related field, and two year's experience in student activities or recreational leisure skills.

The manager is assisted by a community recreation and craft instructor. Basic qualifications for this position include a bachelor's degree in recreation or fine arts, or equivalent experience. In addition, this individual must have maturity, initiative, flexibility and skill in working with adults and children of all ages, and a deep personal commitment to alleviating the problems of the economically disadvantaged.

Orientation

Orientation functions are coordinated by community workers, each of whom must be highly capable in working with people in groups or on a one-to-one basis. Community workers should have some background and experience in community programs--e.g., through the YMCA, community action programs, or volunteer organizations. A bachelor's degree in social/behavioral sciences is desirable, but not required. Community workers must have a valid driver's license.

General Services

General Services is staffed by three community workers, a housing manager, and a community development aide. All are responsible to the supervisor of the Community Development and Recreation component, who sets objectives for General Services.

Office facilities, located in a converted house, include a secretary's office and lobby, two lounges and a meeting room. A second building--also a converted house--is used for special programs and meetings. A third converted building serves as a sharing house where students donate used books, clothing, household goods, and students needing these materials are entitled to them without charge; a maximum of six items per visit may be taken. The sharing house is student operated, but monitored by Community Development staff.

COMPONENT INFORMATION SYSTEM

Community Development

Community Development disseminates information via the attendance roster, the summary of questionnaire results, and data from the basic internal accountability design for community development. (See Student Services Manual.)

Community Development acquires information through monthly reports and evaluation reports. (Program evaluation concepts, procedures and other pertinent information on evaluation are presented in the Student Services Manual.)

Recreation

Communication is essential to Recreation. Information input includes data from questionnaires used to establish and operate adult's and children's programs. Information input consists of the following:

1. Reports of results concerning Summer/Holiday programs used (See Student Services Manual)
2. Reports concerning the use of facilities (See Student Services Manual)
3. Recreational Indexes
4. Hunting and fishing information

5. Student Handbook

6. Medical Release

7. Safety guidelines for Family Center (See Student Services Manual)

8. Plan of operation for Family Center Snack Bar

9. Family Center policies and procedures (See Student Services Manual)

10. Winter survival handbook

11. Standard operating procedures for student manager.

COMPONENT IMPLEMENTATION SUGGESTIONS

Community Development

More attention could be given to early orientation activities. Volunteer orientation and training could be considered, and development of a community oriented volunteer services program might prove workable--especially in a social setting where the town is closer to the facility than Glasgow is to the Air Force Base.

Recreation

The leisure skills approach to recreation has much to commend it. Though it is difficult to make the planning of leisure time a requirement, this approach remains a viable option for an educational development program in which student requirements are structured.

Orientation

It is advisable to provide an Exit Orientation program to help students negotiate the various steps involved in establishing a new residence. Much of the confidence a student gains through a program like Mountain-Plains can be lost if he or she is left alone to confront new situations--like moving to a strange community, arranging a job interview, looking for housing. Students--especially those who are inexperienced in handling such situations--should be made to feel that they have the support of the program even after exit.

CHAPTER V:
ADMINISTRATIVE SERVICES DIVISION

CONTRIBUTING AUTHORS

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ABSTRACT OF CHAPTER V

INTRODUCTION

Administrative Services comprises five components: Reprographics, Personnel, Purchasing, Property Control, and Operations and Residential Services. The division provides continuous consultative support to all other divisions in the planning, development and implementation of any program activities. In addition, Administrative Services ensures compliance with all legal restrictions and internal regulations affecting program operations.

Effective communication is key to divisional functions. All internal management information reports are handled through this division. Administrative Services also assumes primary responsibility for the dissemination of information about Mountain-Plains to a variety of interested audiences.

The purpose of this chapter is to clarify the individual responsibilities within each component of Administrative Services.

UNDERLYING ASSUMPTIONS

Reprographics

1. The relationship of Reprographics to other program components is based on the concept of service.
2. Maintenance of a Reprographics component increases program efficiency and economy by providing for inhouse production of most documents.
3. Reprographics services such as quick-copy machine duplication, professional binding, artwork and editing help ensure readability of project documents.
4. Component functions, such as editing, should conform to predetermined standards of quality.

Personnel

1. A Personnel component must be more than an administrative office charged with hiring and terminating employees; it

must also be prepared to deal with personnel needs and problems as they arise, and to provide information on changes in personnel policy.

2. Sophisticated inhouse communication is vital if Personnel staff are to remain in touch with employees throughout the program. Moreover, though memos and other written forms of communication serve a useful purpose, some communication must be conducted on a personal basis to ensure awareness of current concerns.

Purchasing

1. Channeling of all purchase requests and orders through a central office helps assure proper accounting and control.

Property Control

1. Property control is necessary to provide a centralized facility for receiving, issuing, and delivering all equipment and supplies necessary to total program support.

Operations and Residential Services

1. A residential program such as Mountain-Plains must arrange for the maintenance of necessary facilities--both instructional and residential.

2. Facilities maintenance demands a comprehensive record-keeping system to monitor such activities as student housing occupancy, equipment repair, and regularly scheduled facilities maintenance.

KEY CONCEPTS

Reprographics

1. All Mountain-Plains graphics services are located in one centralized area under a single administrator.

2. Reprographics includes four program support elements:

   - Centralized typing service (word processing center)

- Reproduction/printing service
- Graphic design/multimedia service
- Editing/archives/information services

3. For the sake of efficiency, most staff requests for services are channeled directly to Reprographics.

4. Component objectives are as follows:

   - To provide uniformity in Mountain-Plains publications
   - To ensure a high degree of quality for Mountain-Plains publications while maintaining low-cost practices and procedures
   - To provide a total copy facilities system for meeting staff needs in copy reproduction
   - To provide editing, forms design and other graphic assistance to staff on request
   - To expedite movement of printed materials through a regulated mail and delivery system.

Personnel

1. The major objective of the Personnel component is the recruiting and maintenance of appropriately qualified staff.

2. Secondary objectives include deceleration of staff turnover, improvement of orientation procedures, and heightening of staff morale.

3. Personnel is responsible for coordinating interviews and recommendations, determining salary scales, maintaining personnel files, providing up-to-date information on changes in federal regulations or state laws affecting employment, and coordinating new employee orientation.

4. Staff communicate regularly with division directors and other employees to remain abreast of personnel needs and problems throughout the program.

5. Information on contemporary personnel practices is often obtained through contact with personnel departments nationwide.

Purchasing

1. The two primary objectives of the Purchasing component are--

   - To ensure that all required equipment, supplies, materials and services are purchased for program support

   - To account for quality, timely delivery and costs of all material.

2. All purchase requests are initiated by a requisition order and must be approved by Purchasing; purchases in excess of $50 are also subject to Executive Office approval.

3. Purchasing maintains regular communications with the General Services Agency (GSA) and other outside vendors whose goods and services may be desired.

Property Control

1. The primary objectives of Property Control are--

   - To ensure proper handling of all equipment and supplies

   - To provide required maintenance services for all equipment.

2. Property Control is responsible for receiving and maintaining records on all property purchased or otherwise acquired by Mountain-Plains. The component is also responsible for document control, handling of shortages and overages, replacement of damaged shipments, and equipment identification.

3. Ancillary functions include coordinating mail services and issuing furniture to incoming students.

4. Extensive facilities are necessary for receiving incoming freight, and storing the quantity of equipment and supplies necessary to the operation of a program of Mountain-Plains' scope.

Operations and Residential Services

1. The primary objective of the component is to ensure proper maintenance of Mountain-Plains' 267 housing units and 12 operational buildings.

2. Secondary objectives relate to facilities modification and renovation, custodial services, ground maintenance and facilities inspections.

3. Though minor maintenance functions (e.g., faucet repair) may be performed by Mountain-Plains staff, all other maintenance must be handled by a base contractor on a service call basis.

4. Student families are assigned to specific housing units prior to arrival, and are held personally liable for damage to those facilities.

5. Mountain-Plains retains a custodial service to clean operational facilities.

6. Weekly notices regarding newly occupied and vacated student housing are furnished to other Mountain-Plains components as well as to the Air Force and base security office.

7. Routine maintenance functions, such as painting, are performed on a regularly scheduled basis.

NOTES TO REPLICATORS

Reprographics

1. It is particularly important that Reprographics be a centralized service, administered through one office and readily accessible to all program staff.

2. Program needs should be thoroughly assessed prior to implementation so that arrangements can be made for necessary facilities and special equipment (e.g., high speed duplicators or automatic magnetic typewriters).

3. It is necessary to determine in advance what proportion of production services will be handled inhouse.

4. Communication between Reprographics and other components should be carefully coordinated to ensure that Reprographics can keep pace with fluctuations in service requests.

Personnel

1. Physical facilities are subject to inspection by insurance and liability representatives. It is important, therefore, to meet with these representatives prior to program implementation, to learn the extent and nature of any liability, and to arrange for insurance coverage for both staff and students.

2. Replicators may wish to consider the use of computer banks to facilitate program staffing, both prior to implementation and during ongoing program operations.

3. Open communication between Personnel and all other program components is vital if staff are to be aware of extant or emerging problems.

Purchasing

1. Appropriate forms and procedures for processing requests should be fully developed and approved prior to program implementation.

2. Replicators should anticipate total program needs for general items (e.g., office equipment and supplies) if possible, since volume buying permits greater purchasing power. In addition, it is helpful if individual components can plan requisitioning of equipment and supplies by the year--again to permit savings through volume buying.

3. If funding is obtained through a federal agency, replicators should determine eligibility for GSA services and Federal Supply Schedule purchasing.

Property Control

1. Replicators should seek suitable faclities with loading and unloading capabilities.

2. In addition, replicators must obtain adequate storage facilities; this requires accurately predicting what supplies will be needed to support ongoing program operations.

3. A complete records system must be operational before arrival of the first shipment (this may greatly precede program implementation). If electronic data processing is to be used in record keeping, replicators should determine what input will be required before property documents are designed.

Operations and Residential Services

1. Program planning should be fairly complete before facilities are selected. Changes in program structure (even the addition of a new curriculum, like auto mechanics) can greatly influence the type of facilities required.

2. It is advisable to seek facilities which fit program needs without extensive modification. Major changes are not only expensive, but time consuming, and may create delays that immeasurably jeopardize program efficiency.

3. If facility modifications are necessary, ensure that program administration is flexible enough to accomodate some changes during ongoing program operations.

4. Preference should be given to facilities which are located near a community where outside services may be readily obtained, and which are confined to a reasonably small area to facilitate the transporting of material.

5. Replicators must ensure that facilities are (or can be) supplied with required utilities (e.g., proper electrical wiring) for all shop and equipment operations.

6. Local and state regulations--fire, health and safety--should be carefully considered in selecting facilities, particularly those intended for early childhood education programs.

ADMINISTRATIVE SERVICES DIVISION: MANAGEMENT AND ORGANIZATION

CHAPTER V:

ADMINISTRATIVE SERVICES DIVISION

ADMINISTRATIVE SERVICES DIVISON: MANAGEMENT AND RESPONSIBILITY

RESPONSIBILITY

Administrative Services provides noneducational support for staff and students through five components: Reprographics, Personnel, Purchasing, Property Control, and Operations and Residential Services. Each of these components encompasses a number of service departments, organized according to function. (See the chart on p. 169).

Administrative Services activities are organized in a traditional fashion, with internal resources responding to total program requirements. Program divisions consult with Administrative Services continually during the planning, development and implementation of any activity. An important secondary function includes the enforcement and control of legitimate external laws and regulations not only with the division, but for the total program.

ADMINISTRATION

An associate director and administrative secretary staff the division administrative office. Department coordinators, who work under the supervision of the associate director, are in fact working supervisors with specific daily work duties.

The key to division administration is complete communication. The supportive nature of division activities renders cross departmental and cross divisional communication vital. Standard management information reports are submitted on a regular basis. These reports summarize department processes and enable management to record trends and project future activity levels. (See Administrative Services Manual.)

EXTERNAL COMMUNICATIONS

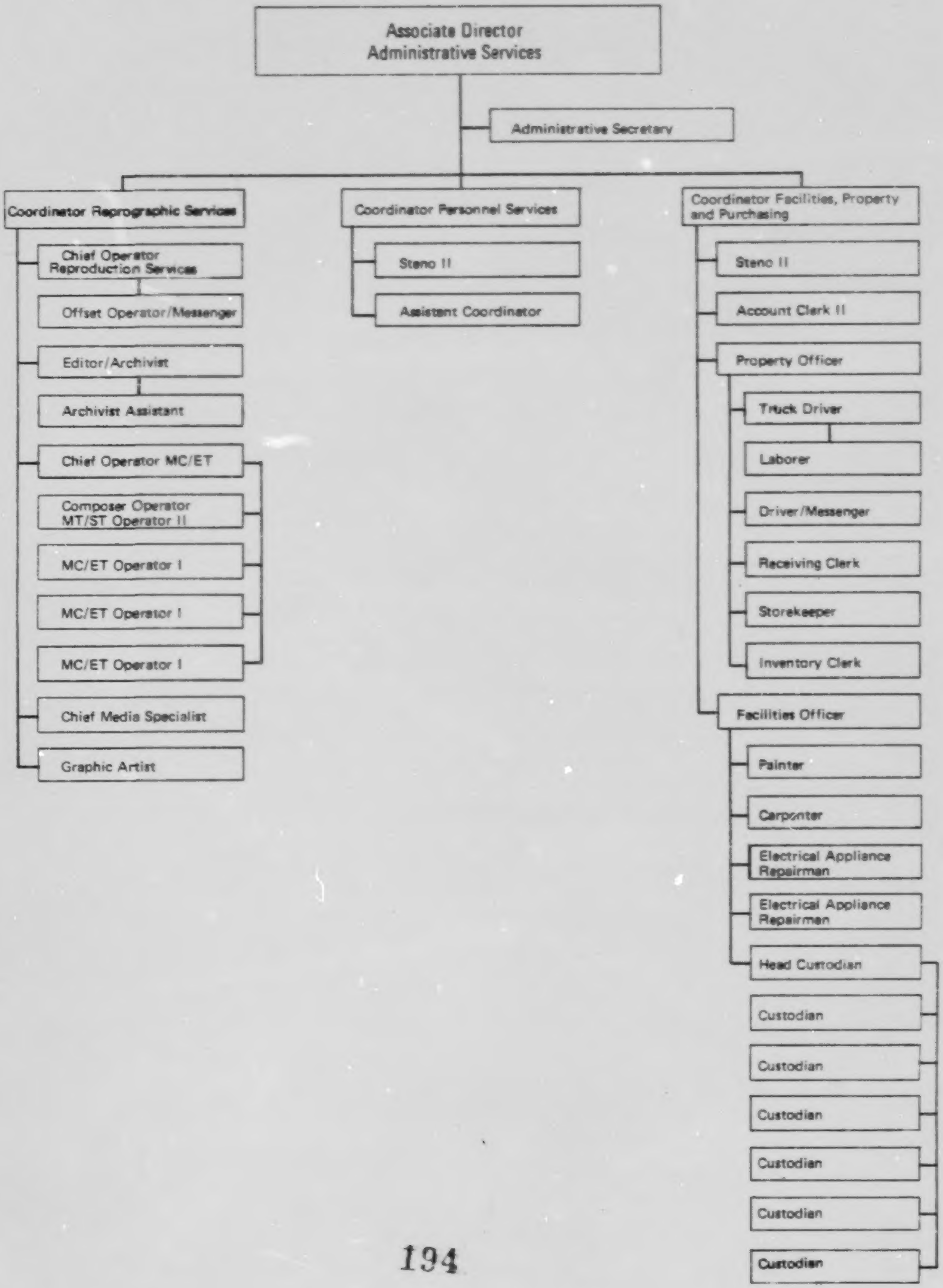
All relationships with vendors, USAF, the Comprehensive Health Center, NIE Property Control, federal employment enforcement agencies and Tumpane Corporation are handled by the Administrative Services

Division. This division is also responsible for disseminating information on the Mountain-Plains program.

BUDGET

The Administrative Services budget includes what can be termed dedicated resources and common resources. Dedicated resources include such items as division staff salaries and burden, telephone, travel and equipment. Common resources are all those which fall under Program Support, and are utilized for such purposes as paying facility costs for Mountain-Plains.

ADMINISTRATIVE SERVICES DIVISION STAFFING CHART


Associate Director
Administrative Services
Administrative Secretary
Coordinator Reprographic Services
Chief Operator Reproduction Services
Offset Operator/Messenger
Editor/Archivist
Archivist Assistant
Chief Operator MC/ET
Composer Operator MT/ST Operator II
MC/ET Operator I
MC/ET Operator I
MC/ET Operator I
Chief Media Specialist
Graphic Artist
Coordinator Personnel Services
Steno II
Assistant Coordinator
Coordinator Facilities, Property and Purchasing
Steno II
Account Clerk II
Property Officer
Truck Driver
Laborer
Driver/Messenger
Receiving Clerk
Storekeeper
Inventory Clerk
Facilities Officer
Painter
Carpenter
Electrical Appliance Repairman
Electrical Appliance Repairman
Head Custodian
Custodian
Custodian
Custodian
Custodian
Custodian
Custodian

ADMINISTRATIVE SERVICES DIVISION

TOTAL BUDGET

Salaries	$ 339,350
Morale & Welfare	6,500
Fringe Benefit - 28%	95,018
Rearrangement Cost	15,500
Building-Ground Maintenance	82,000
Utilities	167,960
Joint Usage	82,500
Instructional Supplies	2,500
Staff Equipment	3,980
Equipment Rental	38,640
Equipment Maintenance	14,450
Other Subcontracts	5,000
Travel	2,465
Vehicle Rental	10,750
Vehicle Operation Expense	5,250
Relocation Expense	30,000
Office	18,750
Postage	8,500
Reproduction	19,000
Other (Maintenance Supplies)	11,000
Telephone	10,000
Magazines & Subscriptions	6,100
Freight	7,500
Insurance	22,000
Staff Recruitment	10,000
	$1,014,713

ADMINISTRATIVE SERVICES DIVISION:

REPROGRAPHIC COMPONENT

REPROGRAPHIC COMPONENT

DEVELOPMENT AND CONCEPTUALIZATION

Early in Mountain-Plains' development it became obvious that the project would require more comprehensive graphics facilities than were originally contemplated. Increased responsibility for documenting the program design was sorely taxing the limited graphics support services available--a standard, individually assigned, clerk-typist/quick-copy machine system. Consequently, plans were made for the development of a Reprographics component which could implement, control, and project the majority of the program's basic graphics needs. All the program's graphics production elements were relocated in one centralized area under a single administrator.

Structurally, Reprographics now includes four program support elements: a centralized typing service (work processing center); a reproduction/printing service; a graphic design, multimedia service; and editing/archives storage/information services.

Word Processing Center

Word processing is a sophisticated term for what used to be known as "the typing pool." In a word processing system the typist works from highly automated magnetic-card typewriters which record input magnetically and "read" the recorded information for play back purposes. Daily word output is considerably increased through this automated system. Before establishing a word processing center, Reprographics conducted a feasibility study in conjunction with representatives of the IBM Corporation. The results of the study showed the concept to be both feasible and cost favorable, and by mid 1972 the Mountain-Plains Word Processing Center had become functional. In fall 1972 the Center acquired its magnetic-card typewriters, and efficiency was greatly increased.

Reproduction/Printing

Initially, Mountain-Plains' copy requirements were modest, and could generally be handled through leased quick-copy machines or secretarial/clerical personnel.

However, with program modifications, growth in staff, and increased documentation responsibilities, copy demands grew. Initially, increased needs were met by providing an additional staff member to run the "copy shop"--basically a quick-copy machine with some rudimentary collation and binding equipment. However, as the Reprographics concept took shape, more sophisticated equipment was deemed necessary. Eventually, a print shop featuring an automated AM Total Copy System with a 100-bin collator and assorted binding equipment was established.

Multimedia

Early program planners visualized Multimedia as a central audiovisual facility complementary to but separate from the larger educational system. A large staff resource library was to be housed within Multimedia.

As the program evolved, many educational areas obtained their own AV equipment, reducing the need for a central facility. At the same time, Multimedia gradually developed considerable graphic art and design capabilities, maintaining AV resources only on a consulting or maintenance basis. In mid 1973 multimedia functions were assumed by Reprographics.

Editing/Archives Storage/Information Services

An early program contract requirement called for maintenance of an archives storage system which would eventually allow complete documentation. A Documentary Services department was staffed and a consultant asked to organize a basic classification system. When a central editing function for all program documentation was included in archives functions, Documentary Services was retitled Editing/Archives.

An Information Services Office was established in 1974 to coordinate news releases, professional articles, brochures, newsletters, and other public information documents. All three elements--Archives Storage, Editing, and Information Services--are now encompassed in a single department within the Reprographics component.

COMPONENT RESPONSIBILITY

Reprographics is responsible for providing adequate graphics support for the entire staff/program. Staff service requests are generally channeled directly to Reprographics without extensive routing/approval requirements.

COMPONENT OBJECTIVES

Reprographics provides most production services relating to documents written by Mountain-Plains staff. Component objectives have been consistently refined in accordance with changing program perspectives. Current objectives are as follows:

1. To provide uniformity in Mountain-Plains publications
2. To ensure a high degree of quality for Mountain-Plains publications while maintaining low-cost practices and procedures
3. To provide a total copy facilities system for meeting staff needs in copy reproduction
4. To provide editing, forms design and other graphics assistance to staff on request
5. To expedite movement of printed materials through a regulated mail and delivery system.

COMPONENT FUNCTIONS

Component functions are integrated to provide a total resource system. Reprographics can turn rough copy into a finished product without the aid of outside resources.

Word Processing Center

Work entering and leaving Word Processing is easily coordinated with other component functions--printing, graphics design, formatting, and editing.

The center's automated mag-card machines permit an enormous reduction in the time required for retyping edited manuscripts. In addition, an automated typesetting machine enables the program to produce numerous commercial quality documents.

Reproduction/Printing

This department handles offset duplication, quick-copy machine duplication, collation, binding, form master storage, and distribution services.[1] Staff are responsible for maintenance of all equipment associated with these services. In addition, the department arranges for assistance from commercial printing agencies on an as-needed basis.

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[1] External distribution (to other buildings) is handled by the staff courier; Reproduction is responsible for distribution only in the administration building.

Multimedia

Multimedia staff provide expertise in the use and maintenance of audiovisual--hardware and software--equipment. Multimedia also produces slide-tape programs for both management and instructional areas. The department includes a graphic arts section capable of creating quality posters, bulletins, charts, overlays, lettering and line drawing. Facilities are provided for photography and development of negatives/prints. Equipment, materials and facilities are also available for showing films or slides to small groups. Film and tape editing services are provided.

Editing/Archives Storage/Information Services

This department is responsible for controlling the ultimate style, quality and format of Mountain-Plains publications. Editing conforms to predetermined standards designed to assist the Mountain-Plains Executive Office in meeting product/document dissemination and program reporting requirements. Editorial assistance is available to all staff on request.

Program archives house Mountain-Plains historical documents and provide a centralized document control system. Information Services maintains close communication with the Executive Division in order to better handle such sensitive issues and products as news releases, convention attendance, public information efforts, and program inquiries from external audiences.

INTERCOMPONENT FUNCTIONS

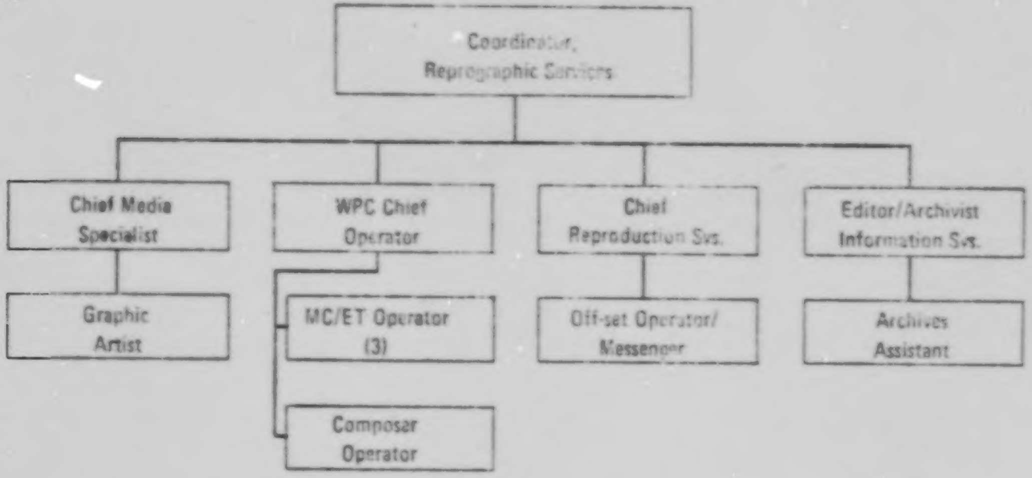
The relationship of Reprographics to other components is based on service. Most program areas need and request the services of Reprographics regularly.

EXTERIOR FUNCTIONS

Exterior component functions include making arrangements for commercial publication of brochures, convention attendance, and equipment acquisition.

RESOURCES

Reprographics has 12 regular staff members; their work is occasionally supplemented by temporary help--especially in the Word Processing Center. The following chart illustrates the component staffing pattern.


Coordinator, Reprographic Services
Chief Media Specialist
WPC Chief Operator
Chief Reproduction Svs.
Editor/Archivist Information Svs.
Graphic Artist
MC/ET Operator (3)
Composer Operator
Off-set Operator/ Messenger
Archives Assistant

The coordinator of reprographic services is responsible for the operation and supervision of all Reprographics departments. The coordinator must have an administrative background and an indepth knowledge of graphics. In addition, the coordinator must be production oriented and able to deal with people effectively. A degree is required.

The chief media specialist must have a degree or comparable experience in graphic arts and audiovisual technology. He/she must be creative and must have a knowledge of AV equipment use and repair. The graphic artist must have a certificate in art or comparable experience. This position places heavy emphasis on creativity and use of mechanical devices for line work. The graphic artist need not be an illustrator.

The Word processing operators need some prior office experience and knowledge of automated typing equipment. They must be skilled typists, proficient in grammar and sentence construction. The chief operator must also be capable of maintaining records and managing the center's work flow. Operators generally receive training on the mag-card machines after they are hired.

The chief of reproduction services must have training or equivalent experience on offset equipment--preferably small offsets. He/she must be production oriented. Some record keeping and inventory control experience is desirable, along with a knowledge of different binding processes.

The offset operator/messenger works as a trainee. He/she must have mechanical aptitude and be willing to learn, since the workload is fairly demanding. The bulk of Mountain-Plains' printing is handled by the offset operator/messenger.

The editor/archives/information specialist must have an excellent background in grammar, and the ability to categorize documents under an applicable system. He/she should have a degree and experience in writing, editing and coordinating public information efforts. The archivist assistant aids the editor/archivist. He/she is required to learn the archive system and to file and inventory documents within it. This person must be proficient in spelling, grammar, and proofreading.

Facilities

A number of special facilities are needed in Reprographics. Special static-proof carpeting is necessary. For certain electrical units (offset plate-burner and some quick-copy machines) a 220 volt outlet is necessary. To permit film development, multimedia must have a darkroom with running water and adequate ventilation. And because of chemical orders, it is necessary to ventilate the reproduction/printing services work area. (See Administrative Services Manual for spatial and facility requirements.)

Equipment

Standard office supplies are required in all departments. In addition, the word processing center requires a considerable inventory of blank paper stocks, some of which must be pre-printed with letterheads. Carbon typewriter ribbons, magnetic tapes and cards are also subject to extremely heavy use, so that inventory control is important.

Typing equipment used in the word processing center--including magnetic tape Selectric typewriters, magnetic card executive typewriters, and IBM composers--is rented from the IBM Corporation. Each operator's desk has an IBM dictating playback unit for transcription. In addition, several regular IBM Selectric/Executive typewriters are retained in the center for back-up purposes. Equipment rental is based on need, and every effort is made to stay abreast of the latest technological advances.

Addressograph-Multigraph Corporation's "Total Copy System" was obtained through a three-year lease/purchase plan. This unit consists of an A-M 2850 offset press, a Norfin 100-bin collator, and a Bruning 2000 platemaker. Conveyor systems between units make the system fully automated.

Quick-copy machines are also leased from either IBM or Xerox. As technological improvements occur, the best available models are requested. Faster, more sophisticated copiers are placed in key positions for heavy use.

Reproduction/printing requires substantial amounts of offset bond paper (an average of 150- to 175,000 sheets of paper per month). Inventories of carbonless paper (multi-sets) cover stock, colored paper, and index stock. Other required materials include various inks, chemicals, and detergents--most for press operation and cleanup.

Multimedia must maintain a vast inventory of disposable materials, including film (negative), print paper, developing chemicals, darkroom accessories, blank tapes (cartridge/cassette), projector bulbs, assorted art paper stocks, technical reference books, inks, rubber cement, adhesive (tape/spray), masking tape, composition board (variety), rub-off lettering, assorted brushes, pencils, felt-tip pens, drafting supplies (pens, templates, etc.), dry mount materials, and overhead projector materials.

COMPONENT INFORMATION SYSTEM

Output

Most information is disseminated from the component through memorandums. Word Processing and Reproduction/Printing Services submit formal reports; managerial review was found sufficient for other departments.

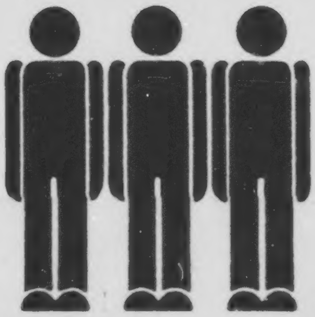
Word Processing compiles a bimonthly report which indicates the operator's line count (the number of lines typed per day) for the period. This report also indicates the number of forms or custom work requests completed during the period. The monthly Reproduction/Printing report indicates the total number of impressions made on the offset press plus the total number of copies made by the program's leased quick-copy machines. (See Administrative Services Manual.)

Input

Most of the component's input is in the form of work requests. Use of job tickets to record work requested and completed helps maintain adequate accountability. Information Services remains abreast of current management trends through informal communication with the Executive Offices. (See Administrative Services Manual.)

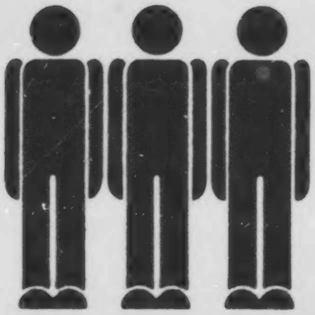
COMPONENT IMPLEMENTATION SUGGESTIONS

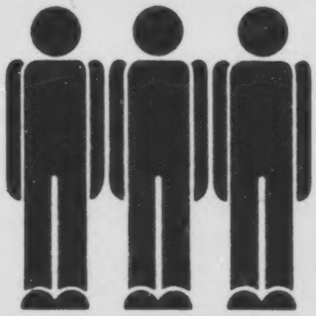
An important consideration is the centralization of all graphics services. It is also necessary to determine what role inhouse production will play in program operations.

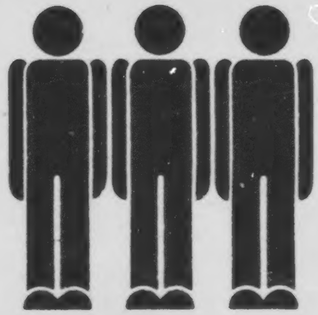


ADMINISTRATIVE SERVICES DIVISION:

PERSONNEL COMPONENT







PERSONNEL

COMPONENT RESPONSIBILITY

Initially, the Personnel component included a number of staff positions--such as transportation officer, driver messenger, general program receptionist--which, as Mountain-Plains grew and the need for a total program personnel service emerged, were assigned to other departments or subsumed under other positions.

Personnel now serves as the central coordinating unit for program functions involving wage and salary administration, fringe benefits, morale and welfare, hiring, termination, reassignment, transfer, promotion, affirmative action, grievances, personnel policies and procedures, recruitment of staff, staff in-service training, health and safety, and insurance. Organizationally and functionally, the component is directly responsible to the associate director of administrative services. (See staffing plan, Administrative Services Manual.)

COMPONENT OBJECTIVES

The major component objective is the recruiting and maintenance of appropriately skilled personnel. Additional objectives include the deceleration of staff turnover rates, improvement of orientation procedures, and heightening of staff morale.

COMPONENT FUNCTIONS

Personnel is responsible for coordinating initial interviews and recommendations of all applicants for staff positions, determining salary scales, and initiating status forms. A status form must be signed and approved by the new employee's supervisor, the appropriate division director, the executive director, and staff from Accounting and Personnel. This form covers a wide range of pertinent hiring information, and is maintained in each employee's personnel file.

As requested, Personnel staff prepare daily, weekly, and monthly reports on such topics as staffing, federal legislation changes, state law changes, and fringe benefits. Additionally, the component initiates employment advertising, reference checks, wage and salary coordination for relocation and interview expenses, and maintains confidential personnel files on each employee. Personnel is also responsible for management consultation and advice pertaining to program personnel matters.

Appropriate Personnel staff serve on committies formed to address various grievances, such as low morale. Personnel staff also organize and deliver new employee in-service orientations. Through daily, informal interaction with division directors, supervisors, and employees, staff maintain awareness of current needs and problems relating to personnel matters.

INTERCOMPONENT FUNCTIONS

Personnel keeps each program component informed of personnel policy changes and resolves whatever personnel-related matters arise. The component deals directly with the Executive Office on matters related to reductions-in-force, termination, affirmative action policies, personnel selection, and leaves of absence. Additionally, Personnel works coordinately with Student Records and Monitoring on matters regarding insurance claims, worker's compensation industrial accidents, and liability insurance.

EXTERIOR FUNCTIONS

When appropriate, Personnel deals directly with the Wage and Hour Division of the federal government, the Department of Labor, and Occupational Safety and Health Act authorities. Federal regulations regarding male/female and ethnic group employment levels are put into effect through Personnel.

Since Mountain-Plains is subject to inspection by insurance and liability representatives, it is necessary to establish liaison with the appropriate agencies, and to arrange for insurance coverage for all students and staff. Up-to-date information on contemporary practices is often obtained through communication with other personnel departments nationwide.

RESOURCES

Staff

Personnel is staffed by a coordinator, an assistant coordinator, and a secretary.

The component coordinator should have a master's degree in education or business, and experience in personnel office operations. The assistant coordinator should have a bachelor's degree and some experience. The secretarial position requires general secretarial knowledge and some experience.

Facilities

The component utilizes four rooms totalling 1,070 square feet. (See floor plan, Administrative Services Manual.)

Equipment

Component equipment includes typewriters and an adding machine; no special equipment is required.

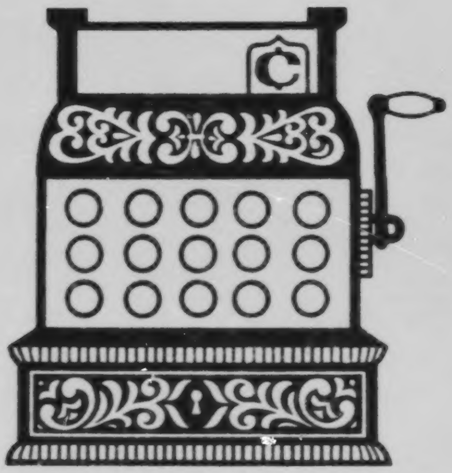
COMPONENT INFORMATION SYSTEM

Component output includes an annual report to Equal Employment Opportunity Commission offices, a weekly staffing report, a variety of affirmative action reports, turnover rate reports, and special reports as requested.

COMPONENT IMPLEMENTATION SUGGESTIONS

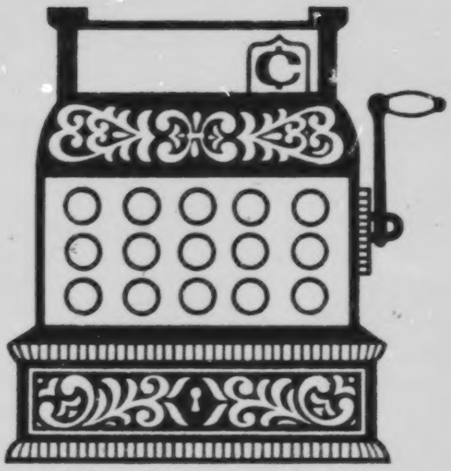
Replicators should make arrangements with a local agency for insurance coverage for staff and students prior to operation.

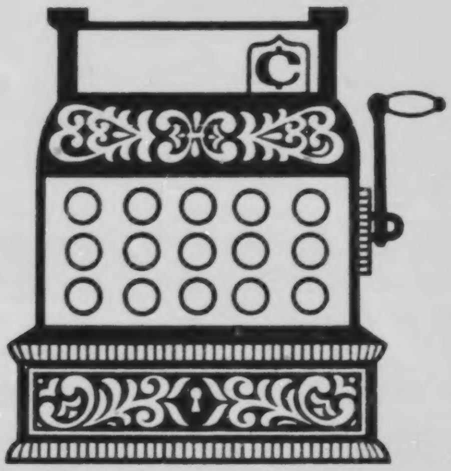
Personnel functions might be aided through use of computer banks which could accelerate staff recruiting, thereby simplifying not only implementation but also the maintenance of a full staff complement.



ADMINISTRATIVE
SERVICES
DIVISION:

PURCHASING
COMPONENT





PURCHASING

DEVELOPMENT AND CONCEPTUALIZATION

Purchasing was a necessary component from the program's inception because of needed equipment, supplies, materials and services. Moreover, Mountain-Plains was required by federal procurement regulations to have a purchasing component. Channeling all purchase requests and orders through a central office helped assure proper accounting and control.

COMPONENT RESPONSIBILITY

Purchasing provides support services for all Mountain-Plains program divisions.

COMPONENT OBJECTIVES

The two primary purchasing objectives are to ensure that all required equipment, supplies, materials and services are purchased for program support, and to account for quality, timely delivery and costs.

COMPONENT FUNCTIONS

The purchasing process is initiated by requisition. Purchasing receives and evaluates all purchase requisitions and petty cash requests and determines appropriate purchasing sources. Petty cash purchases under $20 are made through Mountain-Plains' courier service. These requests are approved by Purchasing and the courier obtains cash from the Accounting Office. Petty cash purchases for up to $50 are initiated through a petty cash order form. Upon receipt of the property and invoice, the purchasing agent remits payment by check. Petty cash is reimbursed through deposits made by Accounting. All other purchases are made by purchase order or through the General Services Agency (GSA), and are generally subject to Executive Office approval.

Purchases requiring bids are documented by a Request for Quotation Only form. Quotations from vendors are documented on an Abstract of Proposals/Quotations forms.

A change order is issued when it is necessary to alter a purchase order. An additional instruction sheet is issued with each purchase order and each petty cash order. GSA purchases are initiated through GSA's Multiuse Standard Requisitioning/Issue System Document, standard form 344. A petty cash log is maintained for registration of each petty cash check. A purchase order register maintains purchase orders in numbered sequence for quick reference. A followup form letter is used to check the order status with vendors.

INTERCOMPONENT FUNCTIONS

Purchasing provides direct support to other components through the following activities:

1. Copies of purchase orders are forwarded to Accounting (Budget Analyst and Accounts Payable), Property Control (Receiving) and the originator of the purchase requisition.
2. Copies of petty cash orders are forwarded to Accounting (Accounts Payable) and Property Control (Receiving).
3. Copies of standard form 344 (GSA) are forwarded to Accounting (Budget Analyst and Accounts Payable) and Property Control (Receiving).
4. Purchasing contacts all components in regard to purchase requisitions initiated.

EXTERIOR FUNCTIONS

Purchasing maintains regular contact with GSA and various outside vendors. In addition, the component is responsible for payment of collect freight bills under $50.

RESOURCES

Staff

Purchasing is staffed by a purchasing agent and an account clerk. The purchasing agent is responsible for purchasing supplies and equipment, and overseeing the program's operation. Some education in business administration and experience in purchasing are required. The account clerk provides secretarial support for purchasing and should have experience with business office procedures and equipment.

Facilities

The component occupies approximately 300 square feet of office space.

Equipment

Standard office supplies and purchasing forms are required. (See Administrative Services Manual for a property inventory list.)

COMPONENT INFORMATION SYSTEM

Input

Purchasing receives and processes purchase requisitions, invoices from vendors, receiving reports from receiving departments, purchase order printouts from Accounting, quotations from vendors, followup status checks from vendors, petty cash requests, and completion and change order notices from Accounting.

Output

Purchasing disseminates purchase orders, petty cash orders, change orders, copies of standard form 344, requests for quotations, petty cash checks, monthly closeout reports on all purchase requisitions, and purchasing transaction report letters.

COMPONENT IMPLEMENTATION SUGGESTIONS

Replicators should ensure that all components plan for purchase requisitioning of equipment, supplies and services per contract year. Such volume purchasing helps reduce the physical workload in Purchasing, and permits larger discounts on quantity purchases.

If operational funding is obtained from a federal agency, replicators should determine eligibility for GSA services and Federal Supply Schedule purchasing. If possible, replicators should identify total program needs for general items (i.e., office furniture, office machines, office supplies) in advance, since this approach permits greater purchasing power.

Sufficient floor space for receiving large shipments and storage space to hold shipments during initial program start-up must be ensured.

ADMINISTRATIVE SERVICES DIVISION:

PROPERTY CONTROL COMPONENT

PROPERTY CONTROL

DEVELOPMENT AND CONCEPTUALIZATION

During early stages of program operation, excess property, office furniture, office equipment, housing furniture, housing applicances, and instructional equipment were acquired through GSA. Most of the excess property was already located on Glasgow Air Force Base, making acquisition costs minimal.

Selecting facilities for Property Control was very difficult. To date, ideal facilities for shipping and receiving functions are not available for lease. Overall, activation of the present, inadequate Property Control facility was slow and caused delay in the establishment of store operations. Additionally, Property records have been maintained manually until recently; the component is currently changing over to electronic data processing.

COMPONENT RESPONSIBILITY

Property Control is responsible for receiving, issuing, delivering, and constructing all equipment and supplies for total program support. Additionally, the component monitors receipt of all Mountain-Plains excess property. The component provides support services for all Mountain-Plains program divisions.

COMPONENT OBJECTIVES

The primary objectives of Property Control are to ensure proper handling of all equipment and supplies, and to provide required maintenance services for all equipment. The component also provides assistance in transportation of property, and supervises maintenance of student housing, including furniture and appliances. Property Control staff have about eight hours of direct contact with students per day.

COMPONENT FUNCTIONS

After the Purchasing component receives and logs all property purchased or otherwise acquired by Mountain-Plains, the Property component maintains records (stock cards) for that property. Additionally, Property Control is responsible for document control, handling of shortages and overages, replacement of damaged shipments, and equipment identification. Most work assignments are routine, based upon staff requests.

Property Control is responsible for all physical inventory control. Supplies and materials are issued and delivered according to prenumbered issue documents which classify property in five categories:

1. Custodial property
2. Sensitive property
3. Tool crib property
4. Organizational property
5. Stores stock.

A transaction number is assigned to each shipment received and a copy of the transaction entered in a receiving log. A shipping transaction log contains numerically sequenced records of all outbound shipments.

A purchase requisition log is also maintained. All purchase requisitions are processed through Property Control before going to Purchasing, so that requests may be filled through current inventory whenever possible. A control number is assigned to each requisition. As property becomes excess to program needs it is reported to NIE on a standard form 120 for disposition. Lost or damaged property is reported to the government on a Quantity Discrepancy/Damage Report. (See Administrative Services Manual for a copy of this report.)

Property Control handles mail services for the entire program. In addition, Property Control issues furniture to meet incoming student's needs. Such property is inventoried and must be accounted for upon exit.

INTERCOMPONENT FUNCTIONS

Property Control maintains regular communication with all components concerning equipment issuance and maintenance, and transportation.

All receiving documents are forwarded to Accounting to verify receipt of property. Receipts of property issuance and other transactions, property inventories, and reports concerning loss and/or damage to property are forwarded to Accounting for data control and budgetary purposes.

Receiving reports are forwarded to Purchasing to facilitate closure when an order is filled. Receiving reports become the basis for followup on unfilled orders. Freight invoices are forwarded to Purchasing for payment through petty cash; completed petty cash orders are forwarded to Purchasing for closure. Purchase requisitions are logged and numbered by Property Control, then forwarded to Purchasing for processing.

EXTERIOR FUNCTIONS

Property Control deals with several exterior agencies. For example, freight claims for damages, shortages and arrangements for outbound shipments are negotiated with freight lines. Property inventory and accountability for government property used in the base hospital facility are handled through negotiation with the base contractor. All Air Force owned property used by the hospital is inventoried by Property Control. Mountain-Plains inventory reports, procedures, and excess property reports are sent to NIE's property administration. Property Control provides a local courier service for petty cash transactions with local vendors.

RESOURCES

Staff

Property Control has a staff of nine: a coordinator of operations, maintenance, and property; a property controller; a property data technician; a truck driver; a laborer; a mail clerk/messenger; a receiving clerk; a storekeeper; and an inventory clerk.

The coordinator of operations, maintenance, and property is responsible for the supervision of all operations, maintenance and modification of Mountain-Plains facilities. He/she must have previous experience in commercial or government property management.

The property controller must maintain accountability--physical and documentary--for all government and Mountain-Plains property. He/she must have some experience in government property accountability. The property data technician assists the property controller with accountability functions, and the coordinator with purchasing functions. Experience in property accountability is desired.

The truck driver and laborer transport materials and equipment. The mail clerk/messenger is responsible for mail service. The receiving clerk is responsible for receiving and logging all incoming freight and property. The storekeeper maintains and operates the storeroom. The inventory clerk ensures inventory control of all government and Mountain-Plains owned property, and provides assistance to the receiving clerk. Experience in each respective job area is desired.

Facilities

Property Control occupies approximately 2,271 square feet of space for administration, receiving, and storage. Cold storage (no heat) of replacement property, supplies and excess property requires 9,389 square feet.

Equipment

Component rental equipment includes two station wagons; one three-quarter ton pickup truck (covered); one one-and-a-half ton enclosed van with walk ramp; one 660 Xerox machine; and one postage meter.

COMPONENT INFORMATION SYSTEM

Output

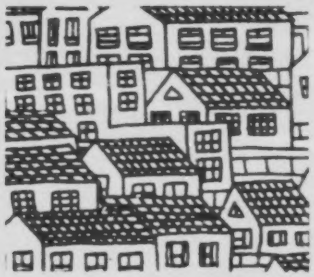
Property Control disseminates receiving reports, issue documents, inventory reports, loss and damage reports, property data input, freight invoices, completed petty cash receivers, purchase requisitions, NIE property reports, and excess property reports. (See Administrative Services Manual for copies of report forms.)

Input

Incoming information includes loss and damage reports, copies of purchase orders, freight invoices, petty cash receiving copies from Purchasing, purchase requisitions from all components, property data printouts from Accounting, and service requests from all components.

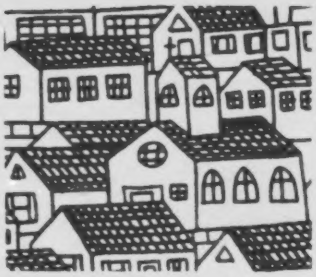
COMPONENT IMPLEMENTATION SUGGESTIONS

To replicate the component at another site, the following start-up considerations would be of concern. First, replicators should acquire suitable facilities with loading and unloading capabilities; generally, this means dock facilities and sufficient floor space. If possible, replicators should set up storage facilities early, and a records system should be operational before arrival of the first shipments. If an electronic data processing system is to be used, replicators should determine what input will be required before property documents are designed.



ADMINISTRATIVE
SERVICES
DIVISION:

OPERATIONS
AND
RESIDENTIAL
SERVICES
COMPONENT



OPERATIONS AND RESIDENTIAL SERVICES

DEVELOPMENT AND CONCEPTUALIZATION

All program facilities are leased from the Air Force on a five-year lease agreement. Because of the immediate need for residential and instructional facilities, Operations and Residential Services was one of the first operational components at Mountain-Plains.

It proved difficult to acquire suitable educational facilities for the program. Not all vacant facilities on base were available to lease, pending future Air Force plans. And since facilities were designed for military purposes, major modifications were necessary. All facilities (including 267 MCP housing units) had been "pickled"--that is, all utilities off and drained--for several years. In addition to normal activation costs, some facilities required major repairs. In accordance with lease agreements (Appendix B), the base contractor provided all maintenance. This arrangement was highly unsatisfactory, however, since program start-up became contingent upon the contractor's progress--which was frustratingly slow. Furthurmore, any facilities modifications or new construction required prior approval of the Air Force and the base contractor, a restriction which resulted in numerous delays and problems. Logistics continues to be a major problem, with the base located nearly 20 miles from Glasgow, and with individual buildings spaced far apart.

The Air Force leases facilities to Mountain-Plains under a Memorandum of Agreement (MOA) and other bilateral agreements. Additionally, the Air Force provides a base contractor, who furnishes repair and support services to base tenants on a cost reimbursement basis. All costs of facility repairs and modifications are borne by Mountain-Plains, but must have prior approval of the Air Force. In accordance with the MOA, the Air Force retains the right to request that any modified facilities be returned to their original state.

COMPONENT RESPONSIBILITY

Operational and Residential Services objectives include the maintenance of 267 housing units, and 12 operational buildings. Additionally, the component is responsible for facilities modification and renovation, custodial services, ground maintenance, and facilities inspections.

Under the program's lease, Mountain-Plains staff are allowed to perform such minor maintenance functions as door adjustments, window replacement or repair, faucet repair, lock repair, and tile replacement. All other maintenance must be handled by the base contractor on a service call basis. All maintenance requests are routed into the housing office where a maintenance log is maintained. Calls are coordinated from this central point, with the base contractor providing followup to ensure completion of work.

Housing is assigned to incoming student families, prior to their arrival, on the basis of information from relocation forms: e.g., size of family, ages of children. After assignments are made, the family's name and unit number is furnished to the Student Services Division. Upon arrival, each family signs a lease and is issued two keys. The family is then allowed several days to carefully note housing conditions before a facilities entrance inspection is performed by component staff. Upon completion of the inspection, any needed maintenance or repairs are noted, and students sign a facilities condition report. This report is referred to again when students exit the program, and an exit inspection is performed to assess damages and housekeeping conditions. Each student family is presented a list of cleaning requirements several days before final exit inspection. If students fail to comply with exit requirements, a cleaning service charge is assessed on a predetermined rate schedule. Damage charges are assessed on the basis of estimated cost of repair. (See Administrative Services Manual.)

A work request is required for facilities modification or maintenance exceeding $100. This work request must be submitted to the Air Force for review and approval. Upon approval, the work request is forwarded to the base contractor for cost estimates, then returned to Mountain-Plains for final approval before the work is begun.

Custodial services are provided for all operational facilities by Mountain-Plains' seven custodians. The custodial staff maintains approximately 140,000 square feet of floor space in the operational facilities. Daily custodial services, including restroom cleaning and floor maintenance, are provided in all facilities. Major services such as stripping and re-waxing are performed on a three-to-six month schedule. Annual carpet cleaning services are provided by commercial contractors. Special cleaning services are provided by Mountain-Plains staff.

Initially, Mountain-Plains recieved 650 washers and 650 dryers through GSA excess channels; the majority of the 1300 units, however, were not in serviceable condition. Through a "cannibalizing" program, Mountain-Plains managed to salvage approximately 300 units.

Applicance repair for student housing is handled by two Mountain-Plains repairmen. Service calls for applicance repair are coordinated through the Housing Office. All major repairs are completed in the shop.

Mountain-Plains has had to purchase several electric stoves and refrigerators to replace those originally installed in student housing. Units owned by Mountain-Plains are exclusively serviced by Mountain-Plains repairmen; Air Force owned units are serviced by the base contractor. An applicance service repair log provides a record of all appliance maintenance and repair.

INTERCOMPONENT FUNCTIONS

To facilitate rent collection, Operational and Residential Services furnishes the Accounting Department with a copy of each lease as it becomes effective. Weekly notices containing current information on occupied and vacated MCP housing is furnished to Administrative Services, State Operations, and Accounting for use in updating of records. A weekly housing assignment notice is furnished to the following components in advance of student families' scheduled arrival: State Operations, Administrative Services, Property Control, Community Development, and Counseling. All entrance and exit inspections for MCP housing are coordinated with both Community Development and the base fire department. Maintenance requests are either handled by Operational and Residential Services, or forwarded to the base contractor.

EXTERIOR FUNCTIONS

Weekly notices regarding occupied and vacated housing and MCP housing assignments are furnished to the Air Force contracting officer, base security, base housing office, comprehensive health center, government auditor, and base postmaster. All maintenance services performed by the base contractor are coordinated through the component. Continuous external communications are maintained with the Air Force contracting officer and various departments within the base contractor's organization. When commercial services are required, component staff contact appropriate vendors.

RESOURCES

Staff

The coordinator of Facilities, Property and Purchasing supervises a a staff of 13 for the Operations and Residential Services component: a stenographer, a coordinator of buildings and grounds maintenance, a painter, a carpenter, two electrical appliance repairmen, and seven custodians. (See Staffing Chart in Administrative Services Manual.)

The coordinator of buildings and grounds maintenance has direct supervision of maintenance operations for all Mountain-Plains buildings and grounds. An engineering background is desired for this position.

The other positions function as their titles imply; experience in each respective area is desired. The custodial staff and the painter work on a scheduled basis. Maintenance personnel respond to service call requests. A three-month painting schedule is provided for the painter.

Facilities

Approximately 300 square feet of space are required for component administration. Approximately 2500 square feet of space are required for the carpentry shop and paint shop--including storage of bench stock. Approximately 2500 square feet of space are required for the appliance repair shop, which includes storage for parts and washer/dryer replacement units.

COMPONENT INFORMATION SYSTEM

Input

Facilities Services receives information through the student relocation form (Administrative Services); MCP housing fuel reports (base contractor); inspection memos (Community Development staff); contractor service call reports (base contractor); facilities status reports (base contractor); and MCP staff occupied housing printouts (Accounting).

Output

The component releases information in the form of housing lease information (to Accounting); housing status reports (to the base contractor); facilities status reports (to Management); housing damage/condition reports (to Accounting); housing assignments housing brochures (to all occupants); and service call schedules by zone (to all components).

COMPONENT IMPLEMENTATION SUGGESTIONS

Replicators should ensure that program planning is complete before facilities are selected. Changes in program structure can drastically influence the suitability of various facilities. It is advisable to build in as much flexibility as possible during lease negotiations. Lease agreements should fit all program needs in early facilities planning stages.

In addition, it is best to seek facilities which are suitable for program use without extensive modifications. Modifications are not only costly, but time consuming as well. If facility modifications are necessary, ensure that planning includes sufficient flexibility to accommodate such modifications while program operations are still expanding.

Facilities should be confined to a small area to reduce transportation requirements. In addition, proximity to a community where required goods and services can be obtained without excessive transportation costs is a distinct advantage.

Replicators should ensure that facilities are (or can be) supplied with required utility services for all shop and equipment operations. (Most military bases are wired for 208-V.)

In selecting facilities for early childhood education programs, replicators must consider local and state regulations--fire, health, and safety--in advance. Most states require a license and all regulations must be satisfied, including occupational safety and health requirements.

CHAPTER VI:

FIELD SERVICES DIVISION

CONTRIBUTING AUTHORS

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ABSTRACT OF CHAPTER VI

INTRODUCTION

The Field Services Division has two primary objectives: 1) to recruit eligible student families in direct proportion to program capacity, and 2) to provide job placement for exiting students commensurate with their occupational preparation. The division fulfills these objectives through six major functions: recruitment, selection, job development, job placement, follow-up, and establishment of political liaison with local agencies.

Field Services comprises two components: State Offices and Student Placement. Because staff in state offices throughout the region are separated by great geographic distances, communication is somewhat hampered, and the transmittal of accurate, timely information by written report or telephone is vital to program operations.

The purpose of Chapter VI is to outline the primary objectives and functions of the two components within the Field Services Division, and to explain how those functions interrelate to ensure efficient student recruiting and placement.

UNDERLYING ASSUMPTIONS

State Offices

1. To successfully compete in today's labor market, individuals need not only occupational skills, but the ability to adapt to constantly changing demands.

2. Upon program entry, most Mountain-Plains students lack the necessary skills to successfully adapt to a changing labor market.

3. Capacity to benefit from Mountain-Plains can be quite accurately predicted on the basis of certain identified characteristics (e.g., ability to read at fifth grade level or above). The program is designed to help students who are responsive to personal change, and cannot cope successfully with families in which there is severe mental retardation, current antisocial or violent behavior, or untreated alcoholism or drug abuse.

4. At the same time, state office staff must be able to exercise personal judgment in the selection of students for admission to Mountain-Plains; selection criteria, no matter how comprehensive, cannot possibly accommodate every circumstance.

5. Because of the open entry/open exit nature of the program, recruitment and job placement must be ongoing functions.

6. It is an inherent part of Mountain-Plains' philosophy that instruction should be offered only in areas where employment is readily available. Therefore, input provided through Field Services can--and should--influence curriculum development.

7. Placement success depends heavily upon local employers' receptivity to Mountain-Plains graduates.

8. An efficient placement effort demands the gathering of current labor market information.

9. State office staff must be thoroughly familiar with the whole Mountain-Plains program--not just Placement--in order to respond accurately to inquiries about the program from employers and others.

10. The Mountain-Plains program must be presented accurately to new students in order to prevent any misconceptions. Students who are led to expect something quite different from what Mountain-Plains is capable of providing often become disillusioned and leave the program before having a chance to explore their own potential.

11. Because state office staff are responsible for recruitment (the student's first contact with Mountain-Plains) and placement (the student's last contact), their personal ability to gain students' confidence can be a significant factor in determining student attitudes toward the program.

12. Public relations is a major responsibility for state office personnel, who must represent the program to local agency personnel and the general public.

Student Placement

1. To be effective, placement efforts must be tailored to each student's individual needs, goals and abilities.

2. The earlier placement efforts are initiated--even as early as Career Guidance--the greater the chance of success.

3. Students' employment goals must be based on realistic expectations in terms of personal ability and job availability.

4. All program components can--and should--provide information of value in placing students.

5. The extent of student involvement in placement activities has direct bearing on placement success; students who work closely with state office staff generally benefit most from the services provided.

6. Opportunity for a personal job interview helps build student confidence and provides practice in a valuable job seeking skill.

7. Students should be encouraged to give priority to jobs offering work experience; such experience furthers skill development and often leads to advancement.

KEY CONCEPTS

State Offices

1. Mountain-Plains provides a range of services which would otherwise be available only in fragmented form through diverse specialized agencies.

2. The primary functions of the State Office component are to select and recruit new students on a continual basis, and to place completing heads of households in jobs.

3. Admission of students to Mountain-Plains depends largely on specific selection criteria based on students' projected receptivity to assistance.

4. Under Mountain-Plains' open entry/open exit system, 25 to 28 families leave the program each month, to be replaced by an equal number of newly recruited families.

5. Job development and placement involves three main steps:

   - Employers are acquainted with the goals and functions of Mountain-Plains in an effort to increase their receptivity to Mountain-Plains graduates.

   - State office staff obtain current information on job market trends.

- State office staff attempt to correlate job market information with students' skills, goals, and availability for employment.

6. Personal interviews are coordinated through state offices; travel costs to and from interview sites are paid by Mountain-Plains.

7. State office staff consult with employers following interviews to obtain followup information which could be useful in placing interviewed students, and helping the Field Services Division to improve its procedures.

8. Placement efforts are considered successful only if the student remains on the job for more than a few weeks, and both student and employer are reasonably satisfied with the arrangement.

9. Followup support is provided for up to six months following exit, to help students adjust to their new environment, both on the job and in the community. Assistance often takes the form of continuing job development (for students who have not yet found employment) or help in establishing good employer-employee relationships.

10. Provision may be made for replacement (i.e., placement in a second job) under certain circumstances.

11. State office staff make periodic program site visits in order to become aware of any program changes. During these site visits, staff talk with student families whom they had previously interviewed to help establish rapport and to gather information which could later be valuable in placement.

12. State employment offices, county welfare offices and vocational rehabilitation centers provide primary sources of prospective applicants. Other sources include schools and present or former successful students.

13. An effort is made to recruit a proportionate number of students from each of the six states in the service region.

14. On the average, three times as many students are interviewed as can be accommodated by the program.

NOTES TO REPLICATORS

State Offices

1. To the extent possible, all placement efforts must be individualized. Replicators should keep in mind that relative employability can differ even among students who have completed the same occupational preparation program.

2. Regional manpower needs and employers' specific requirements must be identified before efficient placement efforts can proceed. Therefore, consideration must be given to continuous acquisition of complete, timely information on labor market trends, and to establishing a means of providing this information to students on a regular basis.

3. The use of Student Placement Packets, or similar documents, is recommended. The information contained in these packets provides a firm basis for initiating placement activities, and also offers students an accurate record of their progress through the program.

4. A communication system between the program site and field offices must be fully refined so that changes in student status can be rapidly communicated. In addition, completion dates must be projected with extreme accuracy because of commitments to employers regarding interview dates or availability for employment.

5. State office staff must communicate regularly with other program components to gain all possible information about student progress, and to facilitate resolution of any predictable problems prior to placement.

Placement

1. Because local agencies and offices often provide assistance in placement, it is imperative that they be thoroughly supportive of and familiar with the residential career education concept. State office staff must ensure this support through personal contact and provision of complete, accurate information.

2. Selection criteria for student admission must be realistic, designed to screen out applicants who cannot benefit from the program; at the same time, interviewers

must be prepared to be flexible in the application of those criteria, basing final selection on their own best judgment.

3. It is imperative that staff be committed to the research aspect of the program, recognizing that followup data is important to improving future efforts.

4. Regular communication between the program site and state offices is essential; information should be channeled through a central office.

5. Similarly, student requests for assistance should be channeled through a central source to prevent overburdening state offices.

6. It is recommended that state office staff be employed at least four months prior to entry of the first students. This will give them time to become thoroughly familiar with the program, to analyze the current job market, and to ensure that routine office operations are functioning smoothly.

7. During this early start-up phase, staff should visit local employment offices and other agencies (e.g., the state labor department, veteran's assistance office) to provide information on the program, request referrals, and leave application forms and program brochures.

8. Job development should begin as soon as the first student enters the program, and should be flexible enough to meet rapidly expanding needs.

FIELD SERVICES DIVISION

MANAGEMENT ORGANIZATION

FIELD SERVICES DIVISION:
MANAGEMENT AND ORGANIZATION

RESPONSIBILITY

The mission of the Field Services Division is to recruit eligible student families in direct proportion to program capacity, and to provide job placement for exited students compatible with their newly acquired occupational skills. The division performs six major functions: recruitment, selection, job development, job placement, followup, and establishment of political liaison with local agencies. Because recruitment is conducted through existing agencies and offices, local agency staff must be supportive of Mountain-Plains, and knowledgeable of the program's capacities and limitations.

ADMINISTRATION

Separated by great geographic distances, Field Services staff have little opportunity to meet regularly. State staff communicate through such program publications as the Weekly Activity Report, Weekly Summary Report, and Monthly Applicant Report.

The Weekly Activity Report covers all state contacts with agencies or individuals, the purpose of each contact, and results. The Weekly Summary Report summarizes the state recruitment effort. The Monthly Applicant Report includes recruitment sources and applicant names. The administrative assistant for state operations receives the Weekly Placement Report from the placement office; this report summarizes state office placement activities. The placement office also prepares a list of exited students who have not yet found employment. The administrative assistant for state operations presents this list to state staff as an indicator of the extent to which current placement efforts are not succeeding.

Field Services is administered by an administrative assistant for state operations and an administrative secretary. (See chart on p. 209.)

EXTERNAL COMMUNICATION

Recruitment, selection, and placement functions require daily contact with social service agencies and employers. State offices serve as public information resources within the six-state service region. State staff not only respond to inquiries but take the initiative in disseminating program information. State staff also handle special communication projects as assigned by the executive director.

FIELD SERVICES DIVISION

TOTAL BUDGET

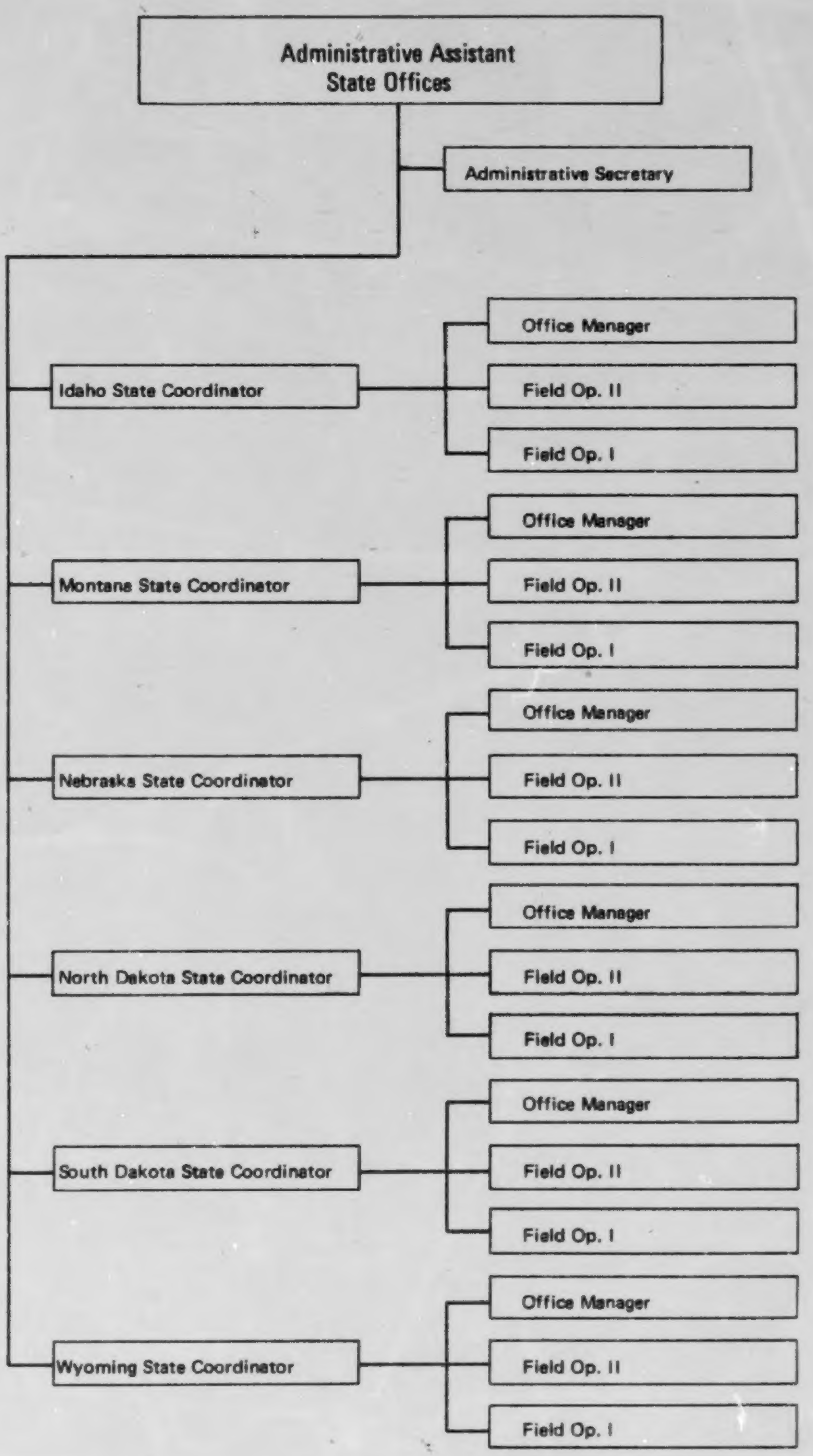
	Six-State
Salaries	$313,552.72
Burden	88,078.72
Facilities	17,703.00
Subcontractors	2,984.00
Travel	70,610.35
Supplies	7,907.00
Telephone	32,705.21
TOTAL	$533,541.00

FIELD SERVICES DIVISION

MANAGEMENT BUDGET

	Six-State
Salaries	$ 26,274.00
Burden	7,356.00
Facilities	0
Subcontracts	0
Travel	4,600.00
Supplies	0
Telephone	4,316.74
TOTAL	$ 42,546.74

FIELD SERVICES DIVISION STAFFING CHART


Administrative Assistant
State Offices
Administrative Secretary
Idaho State Coordinator
Office Manager
Field Op. II
Field Op. I
Montana State Coordinator
Office Manager
Field Op. II
Field Op. I
Nebraska State Coordinator
Office Manager
Field Op. II
Field Op. I
North Dakota State Coordinator
Office Manager
Field Op. II
Field Op. I
South Dakota State Coordinator
Office Manager
Field Op. II
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Wyoming State Coordinator
Office Manager
Field Op. II
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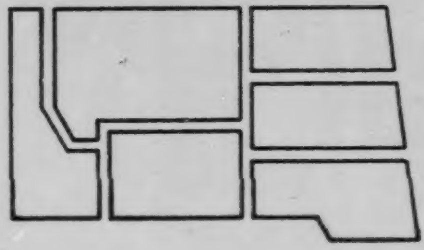
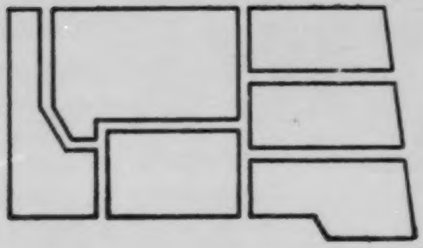
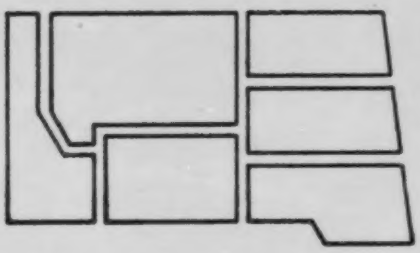
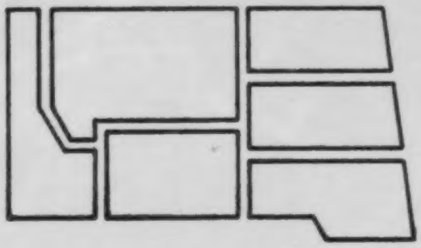


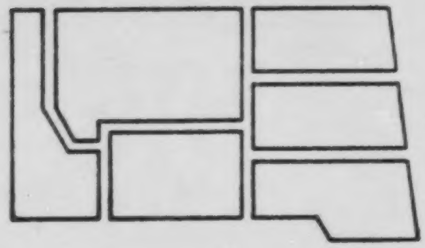


FIELD SERVICES DIVISION



STATE OFFICE COMPONENT





FIELD
SERVICES
DIVISION:

STATE OFFICE COMPONENT

STATE OFFICES

DEVELOPMENT AND CONCEPTUALIZATION

The State Office component is key to Mountain-Plains operation. State offices recruit and select new students on a continual basis, and place completing heads of households in jobs. For the first time in the north central section of the nation, a number of states have joined in cooperative efforts to raise the employability and general life satisfaction of disadvantaged families.

Despite wide geographical area they cover, the six states have many socioeconomic characteristics in common: a largely rural population; extensive farm and ranch holdings operated by a decreasing work force; an agricultural/mining/forestry economy; a significant minority group population; numerous small towns; a marked trend toward outmigration over the last two decades; a large aged population; low average educational levels among the general population; increasing displacement of families from rural to urban settings; decreasing self-sufficiency among rural families; a slow rate of industrialization resulting in few job opportunities for persons caught in the rural-to-urban population shift; a low mean income (many at or below poverty level); and general lack of accessible medical facilities.

To be successful competitors in the labor market, to maintain family stability, and to make real contributions to the community, a family must have the skills with which to adapt to changing conditions. Most disadvantaged persons lack these skills. Patterns of problem evasion, financial irresponsibility, and job hopping are common.

Mountain-Plains provides a number of services which would otherwise be available only in a fragmented fashion, through the poorly coordinated efforts of the many organizations competing for clients. This fragmented service approach is characteristically inefficient. Mountain-Plains meets the need for a single-agency operation that can effectively resolve many problems faced by the disadvantaged family.

Finding the type of family that can best benefit from Mountain-Plains' services has been a major function of the state offices. As the program has developed and changed, the nature of that search has changed too. Following is a description of the type of family with which Mountain-Plains can deal most successfully. The head of household can be married or single, but must be between 18 and 50 years of age. A single parent family may not have more than four children; a two-parent famly may have as many as six children. Both parents must be able to read at the fifth grade level or above, and do math at the fourth grade level or above. All family members must be able to pass a fairly complete physical examination; in particular, they must be free of communicable diseases, and able to see, hear, and walk. Mountain-Plains cannot successfully deal with families in which there is mental retardation, current antisocial or violent behavior, or untreated, ongoing alcoholism or drug abuse. Persons on probation or parole can be accepted, provided that proper arrangements can be made between Montana authorities and those in the family's home state. The family's financial condition must be such that the $340 per month student stipend will allow them to both live onsite and to meet prior obligations. A monthly debt limit is adhered to closely, though some flexibility is allowed for veterans eligible for educational benefits or those with other incomes, such as child support. Despite restrictive selection criteria, each of the six states has many more eligible families than can currently be accommodated by the program. (See Field Services Manual.)

Mountain-Plains' open entry/open exit approach means that approximately 25 to 28 families leave Mountain-Plains each month to be replaced by an equal number of incoming families. For state office staff this continuous flow represents an unceasing sequence of job development and job placement. Every office can expect, at any given time, to have from eight to twelve families either entering Mountain-Plains or seeking job placement.

The State Office component has succeeded in achieving high job placement for completing students. It is an inherent part of Mountain-Plains' philosophy that instruction should be offered only in areas where employment is available. Conversely, job development is an ongoing effort within every instructional area. Curriculum offerings are based directly on knowledge of the current labor market.

The first step in job development is to create a receptive attitude toward Mountain-Plains among potential employers. The next step is to identify current or potential job openings. State staff must be constantly aware of the labor market within various areas of the state; this requires continuous review of public and private contacts, newspapers and labor market reports. Current labor market information is regularly summarized for students. In addition, students are taught, through the Career Guidance component, how to locate job openings using such resources as newspapers or Civil Service bulletins.

State staff visit the program quarterly and meet with every student family from their state to discuss the labor market in light of students' expectations. When a student family is within 60 days of completing the program, job development efforts increase. The family is asked to indicate in which state they wish employment and that state office is notified. Should the student's skills qualify

MIKE

Mike is a 32-year-old carpentry student from Wyoming. He and his wife have one child. They look forward to returning to Casper, where they have many friends and where Mike has been promised a job provided he completes his carpentry course. Believing that his job is already ensured, Mike tends to reject assistance from the Placement Office. He corresponds regularly with his friends in Casper and believes that most of the necessary arrangements are already made. But placement staff do not give up on Mike. The placement officer informs Mike that job opportunities in carpentry are currently best in North Dakota and Idaho. He urges Mike to have placement packets sent to state offices in those locations and to attend interviews--even if he plans definitely to return to Wyoming. Too often, the placement officer cautions, such promises from friends come to nothing, leaving a hopeful student unhappy and unemployed. Through Mountain-Plains' efforts, Mike can not only have a better chance at obtaining employment, but also have an opportunity to explore geographic areas that hold the most future promise of employment in his field.

him or her for public employment, applications are obtained and the state staff arranges for merit exams.

Five weeks prior to program completion a placement packet is mailed from Mountain-Plains to the state office. This packet is intended to acquaint state staff with the student family, and to introduce the head of household to potential employers. The placement packet includes a financial report, health report, transcript, instructors' evaluation, and employability report. This placement packet permits staff to present the qualifications of specific individuals to potential employers.

Two or three weeks prior to exit, placement staff arrange a personal interview--or interviews--for the head of household. Interviews are generally coordinated through state offices, though occasionally students learn of job openings through want ads. Whatever the source of information, however, students are strongly encouraged to make every use of Mountain-Plains' placement services.

Interviews are always arranged in the student's chosen state(s) of residence. A student may attend more than one interview, in more than one state, but only one interview trip will be scheduled. This means that interview trips may last anywhere from overnight to four or five days, depending on the number of sites a student is scheduled to visit. Most trips are short.

At the scheduled time (usually immediately following program completion), the student travels to each interview site at Mountain-Plains' expense. State office staff are on hand to provide assistance and encouragement. Following an interview, staff meet with the employer to obtain information which may assist the student in the next interview. An interview evaluation, based on the employer's responses, is returned to the center to assist Career Guidance staff in improving the interview skills of students still in the program. Immediately following the interview trip, the head of household returns to the center and the family prepares to move to their new place of residence.

Most Mountain-Plains graduates are placed at the time of this initial interview schedule. Occasionally, however, it happens that none of the interviews proves successful. In that event, a student still returns to Mountain-Plains to prepare for moving. The state office in the student's chosen state of residence is notified that continued placement efforts are necessary, and if possible, additional interviews are arranged. The student must, from this point on however, pay any expenses associated with traveling to and from an interview site. State office staff are prepared and eager to provide additional placement assistance, but students are expected to take some initiative in seeking that assistance.

COMPONENT RESPONSIBILITY

As a component within the Field Services Division, each of the six state offices is responsible to the administrative assistant for state offices.

COMPONENT OBJECTIVES

The state offices' primary objectives are to make the services of Mountain-Plains available to the largest practical number of disadvantaged persons, and to provide meaningful training designed to help those persons become gainfully employed, contributing citizens. Successful attainment of these objectives is measured in several ways.

The purpose of effective recruitment is to ensure an adequate number of qualified families from the target population to meet state and program quotas and to permit application of selection criteria in accordance with the research design of the corporation. Recruitment is considered successful if conditions are met without leaving so large a backlog of applicants awaiting admission that families lose interest before ever being allowed to participate in the program.

Employers' receptivity to Mountain-Plains graduates is one measure of job development success. The number of jobs readily available to graduating students is another measure of success. Through personal contact and dissemination of public relations literature, Mountain-Plains seeks to acquaint employers with the philosophy and purposes of the program, to increase receptivity to Mountain-Plains graduates, and to keep abreast of new or shifting employment opportunities.

Successful placement consists of arranging job interviews and satisfactorily placing all completing heads of households. This criterion also applies to any job replacement requested by families within six months of their first placement. Replacement is usually requested in cases where a student could not immediately be placed in the occupational area for which he or she was trained. Every attempt is made to place the individual in his or her occupational area, and to ensure the utmost in career opportunity. Replacement may also be necessary because of misrepresented skill levels or insufficient education. Generally, replacement is a lower priority than initial placement, and is handled on the basis of urgency, probability of success in the new position, and availability of staff who can provide assistance.

TANYA AND RICHARD

Tanya and Richard are both 25, and are new program enrollees from Bozeman, Montana. They have no children. Both entered Mountain-Plains eager to begin a new life. Richard had hoped to become an engineer at one time but could not save enough money to attend college. He has exceptional math skills, is enrolled in carpentry, and is completing all the drafting LAPs available at Mountain-Plains--still with the engineering goal in the back of his mind. Though things seem to be progressing smoothly, some discontentment surfaces during a counseling session. Tanya misses Bozeman and the beauty of the mountains and rivers; she feels she could have been better prepared by state office staff for what she would experience at Mountain-Plains, and especially for what the physical setting would be like. Because the barren rolling hills of Glasgow are not what Tanya expected, she feels "tricked--like they thought I wouldn't come if I knew what it was really like."

Richard is angry for another reason. He says they were told that counseling services were available, but not that it was something "everybody had to do." Richard views Mountain-Plains as a stepping-stone on his way to becoming an engineer, and resents what he sees as "unrelated to that goal."

Richard and Tanya's concerns are not ignored. The counselor sees that state office staff learn of the misunderstanding so that greater care can be taken to represent the program appropriately to future students. Meanwhile, every effort is made to involve Tanya in neighborhood and recreational activities that will help time pass and make the experience seem more pleasant; and to explain more fully to Richard the Mountain-Plains philosophy of educating the whole person, not just providing occupational skills.

As the weeks pass, Tanya and Richard seem to adjust exceptionally well to Mountain-Plains. But in a post-exit interview, Tanya again expresses conviction that the adjustment could have been less painful had she known from the outset what to expect.

Support success is measured by the degree to which each request for assistance from a family or an employer during the first six months post exit is acted upon either by direct action of the state staff or intervention of an appropriate local agency. After the first six-month period, state staff respond to requests on a low priority basis, arranging help through local agencies as necessary.

COMPONENT FUNCTIONS

State offices provide expertise in student selection which permits a smooth transition of the family into the Mountain-Plains program at a minimum cost. It was impossible to provide this service with any consistency through the numerous human service agencies within each state.

In addition, state offices form a level of political liaison with state political structure which could not be maintained from the program site. State office staff provide constant feedback regarding program effects, and up-to-date information on local labor market trends and employment patterns. Both types of information are invaluable, and would not be available without the operation of state offices.

State office operations mark the beginning and the end of the Mountain-Plains experience for a student family. The first contact with the state office occurs during recruitment. The last contacts with state staff occur during job and community placement, followup, and placement counseling. In large part, the personal and professional effectiveness of state staff determines the success of the program for the family.

State staff must be thoroughly familiar with the whole program, not just their own component. They must be prepared to respond accurately to inquiries about Mountain-Plains--especially those from prospective students. This requirement means that state staff must have accurate, timely information on hand at all times. Periodic site visits are the best means of gaining current information on program and policy changes.

A comprehensive explanation of the program is consistently provided to all applicants. Great care is taken to include all pertinent information in each presentation, and to correct any misconceptions that applicants may have in order to prevent dissatisfaction after enrollment. It is particularly important that students thoroughly understand what type of training is available at Mountain-Plains, and what their roles will be in taking responsibility for their own education. A comprehensive interview of each applicant family is also essential. It must be remembered that onsite staff have only a written application to go by. Lacking the advantage of a face-to-face interview, onsite staff must rely heavily on the judgment of state personnel. It is important that the interviewer be able to distinguish between fact and fantasy, and be able to extract information from reluctant applicants. A good interview and evaluation of the family will minimize the enrollment of families who cannot benefit from the program. State staff assemble an information packet on each applicant family which includes information on social history and a background. Additionally, state staff obtain referral agency information, test results, and references if applicable. (See Field Services Manual.)

Contact with the family during their stay in the program is important. Evidence of continuing state office interest is encouraging to the family, and smooths the transition back to the state during placement. Since state offices are responsible for post-placement data gathering and counseling, it is important that the family have confidence in the staff. State office staff visit the program regularly and talk with student families about their progress in the program and placement expectations. A realistic picture of employment opportunities is provided to guide the family's selection of a relocation site. In addition, a review of the successes of previously completing families can do much to encourage those still onsite. Frequently, families are encouraged to relocate somewhere other than their state of origin. Returning to a site of previous failure or discouragement can be severely detrimental to a student's self-concept or attitude. Chances of employment success are generally considered to be better in a totally new environment.

Job development and placement are the key functions of state office operations. Program staff are responsible for sending timely, complete information on placement to state office staff, who in turn use that information in placing the completing family.

State office staff must be good salesmen and public relations specialists. They must acquaint the public with the concept of residential career education and its impact upon completing families. Employers and others who have contact with Mountain-Plains graduates will judge the program largely on the basis of personal observations. State staff are responsible, therefore, for explaining the program at every opportunity. Presentations at professional societies, service clubs, chambers of commerce, colleges and referral agencies can do much to inform and educate. Brochures and other informational publications can help inform employers of the advantages available to them in hiring program graduates whose skills and competencies have already been thoroughly tested.

Family recruitment appears to follow a cyclical pattern. That is, there are times of the year when it is difficult for the states to locate eligible families--perhaps because of seasonal employment shifts, weather conditions, or economic factors. But on the average, three times as many families are interviewed as can be accepted.

County welfare offices, state employment agencies, and vocational rehabilitation centers are invaluable sources of prospective applicants. In addition, such agencies can assist in completion of needed file items, such as physical examination records, after the Mountain-Plains representative has left the community and the family cannot be contacted by telephone. In order to provide the most valuable assistance, agency staff must fully understand the concept of career education and realize how and to what extent Mountain-Plains differs from a traditional vocational technical school. In addition, referral agencies must be familiar with Mountain-Plains' selection criteria. Only with this knowledge can agency staff help screen out obviously unqualified families. This screening process is essential. A family that has been given false hope can discourage many qualified families in a community.

Referrals obtained through schools or advertising are also valuable. But again, complete understanding of Mountain-Plains' philosophy and approach is a necessity. In addition, applicants located through advertising must be interviewed promptly and given an answer on acceptance and relocation as soon as possible. Persons perusing want ads are usually unemployed and cannot wait indefinitely without income.

Applicants who are referred by present or former successful students seem generally better informed about the entire program and usually have more realistic goals regarding both career education and job placement. Additionally, successful students are very realistic judges of another's capacity to benefit from program participation.

Selection of families for Mountain-Plains program depends on two factors: first, application of selection criteria as determined by state staff and program personnel; and second, the interviewer's personal evaluation, based upon experience, of a family's likelihood to benefit from Mountain-Plains.

State office staff must not expect Mountain-Plains to be a panacea; the Mountain-Plains approach is designed to benefit those who are physically, mentally, and emotionally receptive to vocational education and to personal change.

Selection criteria include demonstrated minimum level academic ability (a 5.0 score on the WRAT is the determinant in this area); physical ability to function in a given program area, and later in the appropriate work setting. Exclusive criteria include severe emotional disturbances of any family member; lack of desire to improve one's life style; extreme displays of hostility towards family, self, or society in general; misrepresentation of the family's situation to the state representative at time of initial or subsequent interview; and unreasonable debt limits (i.e., cannot be honored within the $85 per week stipend paid by Mountain-Plains).

Inclusive criteria include an indicated and obvious desire to improve the family's lot; congenial atmosphere in the home; cleanliness of the home; positive attitude toward friends, neighbors and business people in the community; a good work history characterized by positive employer evaluations; acceptable hygiene as determined by initial and subsequent interview; and a willingness to relocate at Mountain-Plains.

Though other factors may also be considered, these selection criteria form the primary basis for admission of students to Mountain-Plains.

Job development in the six-state region is a continuing process. New contacts help ensure a reserve of available positions for exiting Mountain-Plains students. Renewal of previous contacts also plays an important role--especially in light of frequent changes in managerial staff. Regular communication keeps employers aware of Mountain-Plains' activities and the job developer aware of employers' needs. Future job possibilities are discussed regularly, and always with an attempt to coordinate job openings and projected program exit dates.

Occasionally, a state agency is contacted regarding a position which does not currently exist. The agency may be asked for assistance in writing a job description; securing funding for the position (e.g., through CETA); or obtaining the necessary tests to assess individuals' qualifications to fill the position.

All job development activities emphasize flexibility. The job developer must never become so locked into a process that allowance cannot be made for individual differences.

Job development efforts should be directed toward creation of an efficient communication network between the educational system and the labor market. By recognizing and responding to labor market needs, the educational system can provide students a more valuable, practical experience.

The Mountain-Plains Student Placement Office works closely with Career Guidance to provide Mountain-Plains students the latest factual information available as a foundation for realistic decisions regarding placement. The state office is the primary source of labor market information utilized onsite.

Followup is an important part of job development and placement. Followup support objectives include successful settlement of the family in the community; successful job placement or assistance to students actively seeking work; crisis intervention before a job loss or destablilization of the family; establishment of a good working relationship between employer and employee; career advancement; and proper family contact with the state office.

Data-related objectives include the delivery of data to Research Services on or near the due dates; and location of (or reasonable efforts to locate) "lost" families--i.e., those who unexpectedly leave a relocation site without leaving any forwarding address.

All followup is attempted at the scheduled time either by mail, phone or personal visit, as circumstances dictate. Every effort is made to locate families, including contacts with all original referral sources. Followup is attempted twice before a family is dropped from further study. Telephone and mail followup is used for out-of-region families. When a family is thought to have moved to another state, that state office is contacted and the family folder transferred on request. To the extent possible, Research Services is advised of problems or location changes. Transfer of a case to a third party precludes any further followup activities without new written information from Research Services.

Supportive services can assist families in resolving virtually any type of problem. The need for such services depends not only on the severity of the problem, but the extent to which a family learns to cope with everyday problems through the Mountain-Plains experience. The family sometimes experiences a difficult transition moving from a very comprehensive support system into a community where such services may not be readily available. Placement and state office staff can do much to make this transition a smoother one.

Support services should be available in such areas as household budgeting, consumer finance, employer/employee relations, mental health, medical care, and family planning.

INTERCOMPONENT FUNCTIONS

The Student Placement officer meets with students during Exit Orientation--some 60 days prior to program completion. Students list possible geographic and occupational areas of interest, openings or firms they might have knowledge of, and any special demands they might have. State offices are then notified, provided with a Student Placement Packet and a concentrated job search is begun. Students are encouraged to select areas of relocation that provide realistic employment opportunities where they can best utilize their occupational training.

Students confer with the placement officer 30 days prior to completion, and make a final decision regarding relocation. This information is conveyed to state offices as part of the placement packet. A program completion date is established at this point, and arrangements for placement interviews are initiated.

EXTERIOR FUNCTIONS

Much of the state office staff's time and energy is spent dealing with various exterior agencies. Recruitment activities involve contacts with state employment agencies, newspapers and social service agencies. Job development and placement require contact with numerous businessmen. Followup may involve interaction with school officials, housing officials, and student employers.

RESOURCES

Staff

State operations presently require a minimum staff of four. Each staff member must be aggressive and adaptable, and must demonstrate independence and initiative. State office personnel should have experience in either a private or public agency involved in human services programs, and knowledge of socioeconomic factors affecting employment and education in the state.

Specialization of functions is undesirable in state offices. It is inefficient to send two people to do two jobs in a distant community when one could do both. Although differentiation of line responsibilities may be appropriate, a commonality in abilities and job assignments makes good administrative sense. All staff members must be able to meet the public, interview applicants, explain the program, and effectively represent completing students to prospective employers.

The office manager, who needs both secretarial and administrative experience, is key to a smoothly operating state office. The office manager's duties include typing, filing, making relocation arrangements for student families, conducting background checks on applicants, bookkeeping, completing family files, monitoring followup, and establishing comparison group interview schedules. Maturity, calm temperment, and the ability to solve problems are important personal requirements.

The state coordinator and field operations specialists share many duties. Actual division of labor among these three office personnel depends on interest, ability, and experience. The coordinator must be able to carry out all field office functions. It is convenient to assign primary responsibility for placement to the field operations specialist II, and followup reporting to the field operations specialist I. However, on any one field trip, a staff member may carry out several duties: recruitment, agency contact, placement, public relations, psychological testing, and followup reporting or counseling.

The coordinator should have a master's degree in administration, education, or one of the social sciences, or equivalent experience in business or program management. This person must be able to supervise other workers, yet maintain a tension-free office atmosphere. An extensive working knowledge of government, sociology, economics and education is essential. Public relations and writing experience are needed, along with skill in financial management, since the coordinator is responsible for reports, budgets and program design.

The field operations specialist II must have at least a bachelor's degree; a master's degree is preferred. Experience in counseling, interviewing, or job development and placement is desirable. The field operations specialist II is responsible for field office management in the absence of the coordinator.

The field operations specialist I must have a bachelor's degree or equivalent experience in human services. A background in sales, personnel, or education is helpful.

Facilities

Component offices are conveniently located near the various referral agencies with which state staff interact. The usual complement of office equipment is utilized; no special equipment is needed.

COMPONENT INFORMATION SYSTEM

Input

Component input includes information on applicants' credit ratings, police records and health reports.

Output

Component output includes the Weekly Activity Report, applicant files, Monthly Applicant Report, Exited Participant Relocation Report, and Exited Student Three-Month Status Report. (See Field Services Manual.)

COMPONENT IMPLEMENTATION SUGGESTIONS

Because local agencies and offices often assist in recruitment, local agency staff must be supportive of the Mountain-Plains concept, and knowledgeable about the program. Recruitment success depends heavily upon the personal relationship between program staff and local agency staff. There is no substitute for personal contact.

Selection criteria must be realistic for they circumscribe the program's capabilities and limitations. At the same time state staff must be flexible enough and knowledgeable enough about Mountain-Plains to apply their own judgment regarding a family's capacity to benefit from the program.

Job development requires personal contact and cannot be conducted from within an office. It is essential that Placement staff and state office staff have thorough knowledge of employers' needs. Placement should not be thought of as "selling" an individual to the prospective employer, but as attempting to match the employer's needs with the student's skills.

Followup collection of research data requires a commitment by state staff to the research aspects of the program. Center staff can help state staff acquire an appreciation of how the program and future students can benefit from knowledge gained through proper research.

If the state coordinator is to control state office operations, it is essential that all communication with the program site be channeled through an administrative assistant for state operations. Were each program staff member permitted to submit requests directly to the state offices, they would soon be overwhelmed by assignments without priorities. On the other hand, state requests for assistance can normally be handled efficiently by an administrative assistant for state operations. The administrative assistant should evaluate the impact of all management decisions upon state operations, and communicate such decisions to state offices.

State office staff should be employed at least four months prior to the scheduled entry of the first student families. State coordinators, the first state staff members employed, should visit the program site as soon as possible to observe all program components firsthand. Upon returning from the program site, each coordinator should post job descriptions for the field operations specialists I and II, seek an office location and order furniture and equipment.

By the end of the third month, the field operations specialist II should be hired and sent to the program site for an orientation

ARLISS AND JOE

Arliss and Joe are both 18 and have been married over a year. They have one child. Neither completed high school and both are interested in a GED certificate. Joe has no specific vocational goals--"just something that would bring in some money." Previously employed as an agricultural laborer, Joe is experiencing seasonal unemployment. Arliss is pregnant, but plans to continue her job as a waitress for as long as possible since they need the money.

Both score just above the 5.0 achievement level on the WRAT, indicating a probable need for some instruction in basic skills. They have made application to Mountain-Plains and are awaiting the decision of the state office.

State office staff must weigh several factors in making the decision. Arliss and Joe are very young. Though persons 18 years of age are admitted to Mountain-Plains, it is essential that they show some degree of responsibility and emotional maturity, since so much of the program's success hinges on students' personal initiative and capability to chart (with help) the course of their own education and future lives. The state office interviewer is uncertain about Joe and Arliss' potential in this regard.

Their WRAT scores, though above the required level, are nevertheless low. Low scores are not necessarily detrimental--especially if students have potential to raise those scores through Foundation Education. But both Joe and Arliss have poor academic records. It can be predicted that Joe's choice of occpapational preparation areas may be limited. This may or may not discourage him.

A poor record of financial management suggests that Joe and Arliss may have some difficllty staying within the $85 per week stipend, especially with another child on the way. But Family Core may provide the answer here.

On the positive side, Joe and Arliss show an openness about the reality of their current situation and a genuine desire to improve their situation. Arliss' ambition, evidenced by her continuing to work, and their combined desire for GED certification are good signs. Joe's attitude is hopeful, not self-efacing; despite a long period of discouragement, he has never given up looking for work. Both are willing to relocate to Glasgow. Arliss and Joe's positive attitudes become the deciding factor, and they are admitted to Mountain-Plains.

session. At this time, the coordinator should contact and brief the state governor and social services administrative staff, explaining that within one month state office staff will be contacting local agencies to request referrals. A memo from state administrators to local administrators, requesting cooperation with the program, should be issued. The office manager's position should be posted.

Once the coordinator has contacted state administrative staff, the coordinator and field operations specialist II should visit local social service offices to explain the program, request referrals, and leave applications and program brochures.

It is suggested that the following agencies be contacted:

- Employment Security
- State Labor Department
- Department of Economic Planning
- Bureau of Apprenticeship
- Department of Health
- Department of Welfare
- Vocational Rehabilitation
- State Manpower Planning Committee
- Auxiliary Manpower Planning Boards
- Model Cities
- State OEO Office
- Veterans Assistance Office
- Probation and Parole
- State Vocational Education Council
- Apprenticeship
- Out-Reach, Community Action
- Mental Health.

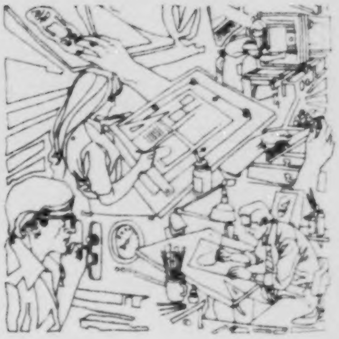
The coordinator should then interview applicants, hire an office manager, and send that individual to the program site for orientation. Telephones should be installed and office supplies obtained by the time the office manager returns from the program site visit. The field operations specialist I position should not be filled until the need becomes obvious.

As a result of local recruitment contacts, applications should begin arriving. The state coordinator and field operations specialist II can then begin the family selection process. Center staff should determine an acceptable state quota, and the process of relocating selected student families can begin.

As soon as the first students enter the program, job development should be initiated. This function should be consistently expanded to meet the needs of an increasing student population. Job development can become increasingly specialized as students complete Career Guidance and select specific occupational preparation areas.

FIELD SERVICES DIVISION

PLACEMENT COMPONENT



PLACEMENT COMPONENT

DEVELOPMENT AND CONCEPTUALIZATION

Effective student placement depends on flexibility. Each student must receive individualized placement support tailored to his or her specific attitudes, abilities, and realistic employment objectives. Otherwise, job retention rates will suffer.

Mountain-Plains' Student Placement component faces a challenge in providing placement assistance to each completing student. Students are encouraged to utilize onsite employment services as early as the Career Exploration phase of Career Guidance to provide the greatest possible time for decision making. Information on current wages in the six-state area is available. A placement bulletin board listing city, state, federal and private sector jobs is updated regularly. In addition, students are encouraged to familiarize themselves with newspaper classified ads, job bank printouts from state employment service facilities, Civil Service announcements, and other job listings. An area information file provides supplemental information on housing, educational facilities, and other related subjects. Placement has a responsibility to provide the latest factual information available in order to encourage realistic expectations and placement plans. A constant effort is made to share with interested students the various techniques involved in finding desirable employment.

COMPONENT RESPONSIBILITY

The student placement officer reports directly to the executive director on the effectiveness of current student placement efforts. The student placement office also works closely with all student oriented components, both on- and offsite to encourage maximum intercomponent cooperation. All components provide valuable information for inclusion in the Student Placement Packet. Additionally, the Student Placement office coordinates placement activities with the six state offices.

Student Placement personnel work directly with students (See Field Services Manual) and placement success is directly affected by the degree of student involvement. Students who cooperate fully with state office staff generally benefit more from the services provided.

COMPONENT OBJECTIVES

From entry orientation until 30 days prior to completion of occupational training, the objective of Student Placement is to provide all students with the latest factual information on employment opportunities and conditions.

From 30 days prior to completion of occupational training through exit, the primary objective is to coordinate an orderly placement program that provides the student with confidence, and enables him or her to enjoy a comfortable transition from educational program to employment.

COMPONENT FUNCTIONS

The Student Placement component serves as an information relay point. Labor market information from the state offices is disseminated or posted for student perusal. Regional newspapers are provided to generate interest in new employment opportunities.

Step-by-step student placement procedures demand close coordination between the onsite Student Placement office, the six Mountain-Plains state offices, and the student. Formal placement efforts are initiated 30 days before a student completes his occupational preparation area. At that time, a complete Student Placement Packet is mailed to the state office in the student's chosen state of relocation. This packet contains--

1. A Personal Data Sheet containing full education and work experience information.
2. A Job Interview Evaluation containing a critique of the student's performance in a mock job interview and specific information regarding individual strengths and weaknesses and suggestions for improvement.
3. An Instructor Evaluation containing specific information about what the student is trained to do and how well he does it.
4. A Health Report reviewing the student's general health status.
5. A Financial Planning Forecast which encourages students to practice sound financial planning and maintain realistic salary expectations.

6. A Transcript listing the student's completed courses.

7. An Employability Report which covers attitudes and overall employability.

As a student completes the final 30 days of occupational preparation, job development begins to focus on that student's specific needs and goals. Student Placement staff provide information to the state office, and, in turn relay information back to the student regarding placement opportunities. Additionally, each Mountain-Plains student is encouraged to offer any employment opportunity leads which may be followed up by the state office. Telephone conferences among state office personnel, students, and Student Placement personnel are arranged to give students an opportunity to discuss specific concerns with someone who has the latest area-wide employment information.

The state office schedules job interviews to coordinate with each student's program completion date. Students are encouraged to give priority consideration to jobs which offer valuable work experience. This approach allows students to complement successful completion of the Mountain-Plains program with invaluable on-the-job experience, thereby stabilizing their employment record. After reaching a competitive plateau, a student may give priority consideration to opportunities for advancement or higher salary.

Following the interview trip, students return to the program site to complete their exit processing, and depart Mountain-Plains to begin a new career. Regardless of the success of the interviews, Mountain-Plains pays relocation expenses to the family's new place of residence.

INTERCOMPONENT FUNCTIONS

Placement involves many intercomponent functions. Information gathering requires cooperation among all onsite student oriented components, including Education Services Division, Counseling, Data Monitoring and Career Guidance. Placement staff also work with Community Development staff in organizing exit orientation. And of course, Placement staff must work closely with the six state offices involved in student placement activities.

Student exit processing is coordinated with Student Accounting and Community Development. (See Field Services Manual.)

EXTERIOR FUNCTIONS

Employers from the private sector are often invited to speak at Mountain-Plains to acquaint students with their company goals and hiring practices--or even to administer routine pre-employment tests and explain company application procedures. Such presentations give students a chance to ask questions directly of employers. This onsite visitation works two ways. As part of job development, the Student Placement officer may visit the regional personnel offices of major employers.

RESOURCES

Staff

The placement officer must have a bachelor's degree; a master's degree is preferred. Experience in job interviewing and recruitment is essential in job placement--particularly when it is conducted on a regional basis. The placement officer must be capable of relating with and understanding the various problems of low income/disadvantaged persons, as well as those of employers, various social and employment agencies.

The Student Placement secretary must have excellent typing skills; shorthand is desirable. This person must also be capable of relating with and understanding the various problems of low income/disadvantaged populations. The secretary handles routine general office responsibilities and duties as assigned.

COMPONENT INFORMATION SYSTEM

Monthly reports include the Placement Action Summary, Interview Action Summary, and Monthly Narrative Placement Action Summary to the Executive Director. Weekly exit reports are also prepared.

To keep student reference files up to date, the Student Placement office must receive the completion roster, Interview Per Diem Justification and Followup Reports, and Exited Participant Relocation Reports. (See Field Services Manual.)

COMPONENT IMPLEMENTATION SUGGESTIONS

The number of students served by the Student Placement component and the volume of information processed through student placement activities can generate chaos if support systems and procedures are not refined to optimum operational simplicity. Accurate projections of student completion dates are vital because of the need for scheduling and planning as the student nears the end of occupational preparation. In order to seriously consider a student for placement, an employer must know when that student will be available for employment.

Comprehensive Student Placement Packets are highly useful. They provide a foundation for realistic student placement action by state offices. In addition, they provide students a summary of their progress toward placement.

Replicators must keep in mind that realistic placement potential may differ greatly among individuals--even among those who successfully complete the same occupational preparation course. Many factors other than technical skill--attitude, for example--can affect employability. To the extent possible, therefore, placement efforts should be individualized. It must be remembered that placement per se is not an end in itself. Continuing job satisfaction and opportunity for personal and professional growth are equally important. Employment is a good indicator of employability--but a poor substitute.

A primary consideration--not only at the outset, but throughout the course of the program--should be the acquisition of current, comprehensive labor market information from all sectors of the community. Regional manpower needs and employer requirements must be identified before positive student placement efforts can be initiated.

CHAPTER VII:

EDUCATIONAL SERVICES DIVISION

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ABSTRACT OF CHAPTER VII

INTRODUCTION

The primary mission of the Educational Services Division is to develop programs which lend themselves to research and replication. Educational Services comprises the following components: Family Core; the Foundation Education components of Communication Skills and Mathematics Skills; Early Childhood Education; and the occupational preparation clusters of Building Trades & Services; Office Education, Mobility & Transportation; and Marketing & Tourism.

Chapter VII is intended to acquaint the reader with the heart of the the Mountain-Plains program--occupational preparation--and with the many components (like Foundation Education or the Early Childhood Education program) which complement the vocational instruction offered.

Because many of the components within the Educational Services Division are occupational curricula, they share many underlying assumptions and key concepts. Therefore, in this abstract, the assumptions and concepts which apply to the division as a whole are presented first, followed by those which relate to each individual component.

UNDERLYING ASSUMPTIONS

Educational Services Division

1. Vocational preparation alone cannot produce a competent employee, or even an employable person. Employability demands mastery of certain life skills.

2. It is essential that all objectives and curriculum be based on employers' current specified needs; such needs can be identified through personal consultation with employers throughout the service region.

3. Instructional materials must be suitable in content and approach for use with the target populations.

4. Because of the limited preparation time available, and because employers prefer that students complete their training on the job, it is most practical to prepare students for entry level jobs.

5. Though instruction emphasizes entry level skills, curriculum should be designed to equip students with competencies that will permit upward and horizontal mobility within a selected career.

Family Core

1. Comprehensive career education must include training in life skills as well as in occupational skills.

2. A successful and happy family life contributes significantly to vocational success.

3. Personal and family success hinge upon successful integration of occupational skills with such factors as good health and nutrition, personal attractiveness, sound financial management, and productive parent-child relations.

Foundation Education: Communications Skills

1. Poor reading ability parallels low employability and low income.

2. Inability to read for information inhibits ability to cope with daily problems.

3. A general lack of basic communication skills--reading, writing, listening, speaking--often precludes successful integration into a society based on verbal communication.

4. To succeed in Mountain-Plains occupational preparation courses, students must be capable of comprehending at least simple written materials.

5. Language skills are more readily assimilated if instruction is closely coordinated with occupational preparation--that is, if students study skills they will actually use on the job.

Foundation Education: Mathematics Skills

1. Basic mathematics skills are necessary to survival in today's competetive society.

2. Mathematics instruction should stress practical skills which will be useful to students on the job.

Early Childhood Education

1. Children begin to form developmental patterns of learning before age six; developmental instruction provided before this age can greatly increase chances for later success.

2. Intelligence can be enhanced through preschool instruction.

3. Comprehensive family-human development, that includes programs designed specifically for children, is essential to total family success and improved life style.

4. To begin learning on their own, children require a richly stimulating environment.

5. It is important to provide developmental instruction and custodial care for children whose parents would not otherwise be free to attend occupational instruction.

Occupational Preparation: Building Trades and Services

1. There is a growing need in the Mountain-Plains six-state service region for persons to fill entry level positions in carpentry, plumbing and electrical wiring, drafting, heating/refrigeration, and electronics.

Occupational Preparation: Office Education

1. The need for skilled office workers in the Mountain-Plains six-state service area is projected to increase dramatically during the next four years.

2. Office Education is an area traditionally staffed by women; this component therefore offers occupational preparation opportunities to spouses and single heads of households, of whom over 95 percent are women.

Occupational Preparation: Marketing and Tourism

1. Marketing and tourism is a fast growing area of entry level employment throughout the Mountain-Plains six-state service region.

KEY CONCEPTS

The Educational Services Division

1. All curriculum is individualized--self-paced and self-corrective. In addition, all programs are open entry/open exit.
2. There are no grades. Attainment of skills is validated through competency based testing.
3. Both performance tests and cognitive tests are administered. Performance tests provide the basis for validation; cognitive tests results are reviewed only to identify areas of weakness.
4. One important objective of each component is helping students develop good work habits: e.g., punctuality, coöperative attitude, adaptability to new situations. Various employability traits are rated by instructors at six-week intervals, and results are recorded on Developmental Employability Trait forms to keep a record of student progress.
5. Serious problems relating to attitude or behavior are generally referred to students' counselors or advisors.
6. A secondary objective of each component is researching and documenting the effectiveness of existing curriculum.
7. Consistent formative evaluation helps programs maintain both continuity and flexibility.
8. Job descriptions provided by employers become the basis for occupational preparation component objectives; these objectives are modified as employment requirements change.
9. Students progress through occupational curricula according to the following schedule of events:

    o Exploration and orientation

- Pretesting
- Enrollment
- Placement in area and curriculum
- Training
- Posttesting
- Completion

10. Most instructors work with students for seven hours per day; the eighth hour is retained for writing reports and organizing materials.

11. Students experiencing problems related to weight, grooming, finances or parent-child relationships are scheduled into Family Core for assistance.

12. Instructors, counselors and Career Guidance staff meet weekly to discuss primary concerns regarding student progress or perceived problems.

13. Curriculum modification is initiated on the basis of ongoing research and evaluation regarding the effectiveness of current curriculum, and also on personal interviews with employers who cite new trends in labor market demands.

14. Curriculum staff provide assistance in updating curriculum, including editing or reordering LAPs, rewriting performance criteria or objectives, or changing requirements in other ways.

15. Students who experience difficulty negotiating an occupational preparation curriculum may be rescheduled into Foundation Education (either Communication or Mathematics Skills or both) for an intensive review.

Family Core

1. Family Core is designed to help an adult disadvantaged population develop the life skills they need to cope with everyday problems and enjoy family life.

2. The component is an integrated cluster of four programs: Health Education, Home Management, Consumer Education, and Parent Involvement. Each is designed to provide an individual the life skills needed to complement vocational skills.

3. The component encompasses two phases: programmed instruction and personal consultation.

4. Students who complete a basic core curriculum of programmed instruction may seek personal consultation to help them cope with individual problems--notably, legal, medical or financial problems.

5. Students must validate Family Core before entering an occupational preparation program.

6. Along with heads of households, all spouses attend Family Core, regardless of whether they intend to enter an occupational preparation curriculum.

Foundation Education: Communication Skills

1. Since the average Mountain-Plains student remains with the program only eight months, the Communication Skills curriculum is designed to equip students with functional language skills in a very short time.

2. Communication Skills instruction is directly correlated with occupational preparation so that students learn practical skills useful to them on the job.

3. Students are required to validate only the communication skills they need to function well in the occupation of their choice; however, students wishing to advance further for personal enrichment are encouraged to do so.

4. Students are placed in Basic or Advanced Communication Skills on the basis of standardized, nationally normed tests; however, progress within the curriculum is measured by criterion referenced tests developed at Mountain-Plains.

5. The component's primary objective is to teach students to communicate effectively in order that they may become more capable employees, parents, and citizens.

6. Communication Skills provides resources and instruction for students who wish to obtain a General Educational Development (GED) certificate.

7. Though extra assistance is available for those who need it, students are generally expected to read at the fifth grade level or above upon program entry.

Foundation Education: Mathematics Skills

1. Mathematics instruction is directly correlated to occupational training; students learn the skills they will need and use on the job.

2. Mathematics objectives are based on employers' own specifications of needed math skills, and vary greatly--according to students' chosen occupational programs.

3. The primary objective of the component is to help students demonstrate the skills they will need in their chosen career field.

4. Special assistance is available to students who need or want it.

Early Childhood Education

1. The component is divided into three operational programs:

   - Infant Care (for children six weeks to two and one-half years old)

   - Nursery (two and one-half to five years old)

   - Kindergarten (five through six years).

2. The primary objectives of the component are to stimulate the growth and development of children, and to help fulfill children's basic physical, psychological, emotional and intellectual needs.

3. Early Childhood is an individualized program in which children are grouped by readiness rather than by age alone.

4. Instructors diagnose and prescribe activities commensurate with each child's needs.

5. Preschool instruction at Mountain-Plains is designed to help children learn to learn.

6. Through self-directed, exploratory learning, staff help augment children's cognitive, linguistic, affective, perceptual-motor, motivational, social and physical development.

7. Child care is automatically provided for children whose parents are enrolled in Family Core. After that,

spouses are generally responsible for making their own child care arrangements. Single heads of households, however, are eligible for free child care services throughout their stay at Mountain-Plains.

8. Early Childhood instructors are selected not only on the basis of academic background and experience, but also for demonstrated qualities of warmth and openness.

9. The curriculum is very flexible; facilities are provided for children to engage in reading, listening, drawing, painting, physical recreation or many other activities--as interests motivate them.

10. There are no grades, but items relating to children's emotional, social, physical and intellectual development are recorded according to each child's demonstrated effort in these areas, and a progress record is maintained.

11. Each child's progress is thoroughly discussed with parents during parent-teacher conferences held every three months.

12. Early Childhood Education staff work closely with counselors whenever the need arises.

13. Parents occasionally serve as volunteer instructors to assist with Early Childhood Education activities.

Occupational Preparation: Building Trades and Services

1. The component maintains liaison with local labor unions to learn of new regulations in the field; by special arrangement, component staff provide supplementary training to apprentices and journeymen from those unions.

Occupational Preparation: Office Education

1. Occupational preparation areas within this component are generally restricted to those which can be completed in six to twelve months.

2. Most students are women, either single heads of households or spouses, but enrollment is open to men as well.

3. Curriculum is highly flexible to allow for the wide variance in entering students' abilities.

4. Office Education provides an opportunity for students in other programs (e.g., Marketing) to obtain the clerical skills they will need on the job.

Occupational Preparation: Mobility and Transportation

1. Three courses are offered: Small Engine Mechanics, Automotive Mechanics and Support Welding.

2. The component's primary objective is to help students develop entry level cognitive and mechanical skills relating to automotive and small engine repair.

3. Students are also expected to demonstrate proper use and handling of tools and equipment, and knowledge of appropriate safety precautions.

4. Curriculum must be updated frequently to keep pace with technological advancements.

5. Instructors represent a wide range of academic backgrounds; experience in the field is a primary criterion for hiring.

6. Up-to-date equipment and tools are provided to encourage respect for quality workmanship, and to prepare students for transition into settings where familiarity with such equipment will be required.

Occupational Education: Market and Tourism

1. This component comprises a career ladder of courses from Shipping and Receiving Clerk to Mid-Management Trainee.

2. The primary objective is proper preparation of students for entry level positions within Lodging, Food Services, and Marketing and Distribution.

3. Simulated work settings--e.g., a motel registration desk, hotel diningroom, retail sales counter--are provided to make instruction as realistic as possible.

NOTES TO REPLICATORS

The Educational Services Division

1. It is strongly recommended that individualized instruction be used. Individualized materials are concise, economical and adaptable--allowing students to proceed at their own pace.
2. Programmed instruction must, however, be supplemented by instructors to help students master difficult concepts.
3. The read-retain-test approach, unless supplemented by personal instruction, seems inappropriate for use with a basically nonacademic population. With the instructor's assistance, the system becomes read-write-discuss-retain-test.
4. Audiovisual equipment and appropriate furniture (e.g., sufficient tables, chairs, study carrels) are important budgetary considerations. Students must be given adequate study facilities which are both private and quiet.
5. Curriculum should be designed to provide students the skills they will need on the job. This generally requires that objectives be based on information gained through personal consultation with employers, and that such consultation be conducted on a regular basis so that objectives can be continually updated as job market demands shift.
6. Commercially produced materials must be carefully reviewed to ensure correlation with basic curriculum and sequential presentation of new concepts.
7. It is recommended that staff develop supplementary take-home materials for students who wish additional practice.
8. In-service training should be provided to help acquaint teachers from traditional settings with an individualized, self-paced approach to instruction.
9. Regular review of student employability traits is recommended to help students develop proper attitudes and behaviors.

10. If possible, the program site should be located near a source of possible employment for trained students. Employers can help guide curriculum development and modification, and may cooperate in establishing a work experience program.

11. Students with poorly developed basic skills require more individual attention. Therefore, to keep student-teacher ratios in check, admission should generally be restricted to students whose basic skills are at fifth grade level or above.

12. Certain curricula require special facilities, such as a kitchen or autobody shop. These special needs must be carefully considered in selecting a program site.

13. It is imperative that staff remain aware of current job market demands and consistently modify curriculum accordingly. This demands great flexibility in curriculum construction, and built-in time and procedures for regular review.

14. Replicators should be cautious about making accreditation a requirement for hiring. Most certified teachers have experience only in traditional settings, and may be unwilling to adapt to new techniques.

15. Reading skills should be part of student selection criteria. Experience shows that most students who read below the fifth grade level upon entry cannot benefit sufficiently from the type of occupational instruction offered at Mountain-Plains.

16. Vocabularly control is the single most important factor in curriculum development. Students who read at a fifth grade level cannot readily comprehend materials written at a twelfth grade level. Introductory materials should be written at approximately the sixth grade level, advancing to twelfth grade level or beyond--depending upon the curriculum.

Family Core

1. Replicators should keep in mind that all counseling functions need not be relegated to Counseling. Family Core staff can provide great assistance in this area, along with advisors and other instructors.

Foundation Education: Communication Skills

1. Student-teacher ratio is an important consideration. A student-teacher ratio of 25:1 is reasonable.

2. Replicators should remember that academic background in remedial reading and special instruction may be more important than teaching experience. In addition, instructors from traditional settings should be given orientation to individualized instruction and an open entry/open exit approach.

3. Printed copy in LAPS should be open, so books appear larger. Poor readers often develop self-confidence by progressing through a series of many thick books.

Early Childhood Education

1. The student-teacher ratio must be carefully considered so that instructors are not overburdened. An instructor who is responsible for 12 or more children will have very little time free to teach.

2. Children two years of age and younger need more individual attention than older children and should be assigned to smaller groups.

3. Replicators may wish to consider development of a program to help parents gain a better understanding of their children's developmental progress.

4. Budgetary provision should be made for hiring aides to assist instructors with routine responsibilities.

5. Experience in Early Childhood Education should be a prerequisite for both regular instructors and aides.

6. Local laws and regulations pertaining to safety and conditions of Early Childhood facilities must be thoroughly examined and adhered to.

7. Staff should be acquainted with the personal liability involved in working with younger children.

Occupational Preparation: Building Trades and Services

1. Academic background may be a less important consideration than experience in the field. A balanced staff, combining persons with and without academic degrees, seems most effective in achieving student rapport.

2. Ample facilities must be provided, including work space, materials and tools storage, and fixed tool and machinery area. A space of 500 square feet per student is recommended.

Occupational Preparation: Office Education

1. Proper facilities and equipment--e.g., calculators, keyboard adding machines, and typewriters--must be provided.

2. A student-teacher ratio of 18 or 20:1 may be adequate if no major research efforts are planned. This determination should be made early in program development.

Occupational Preparation: Mobility and Transportation

1. Great consideration should be given to geography and climate in selecting a program site. Certain curriculum may require outdoor work. In addition, special facilities, like an autobody repair shop, can be difficult and costly to heat.

Occupational Preparation: Marketing and Tourism

1. It is important to maintain communication with local merchants who can assist in curriculum modification, lend materials for use in real world simulations, and provide occasional work experience for students.

2. Simulation of real world experience is an important part of instruction.

3. Use of up-to-date equipment is essential, since students will often be required to be familiar with such equipment on the job.

EDUCATION SERVICES DIVISION

MANAGEMENT AND ORGANIZATION

EDUCATIONAL SERVICES DIVISION:
MANAGEMENT AND RESPONSIBILITY

RESPONSIBILITY

The mission of the Educational Services Division is to develop and operate programs which lend themselves to research and replication. The services of the division are directed toward helping Mountain-Plains student families become more successful in their economic lives and more competent in establishing interpersonal relations.

The Educational Services Division comprises a number of program components: Family Core; Communication Skills; Mathematics Skills; Early Childhood Education; and the occupational preparation clusters of Building Trades and Services, Office Education, Mobility and Transportation, and Marketing and Tourism. The staffing chart on page 253 illustrates the division's organizational stucture. It should be noted that Early Childhood Education provides educational services for children two to five years of age; this component does not presently train adults for occupations in Early Childhood Education.

ADMINISTRATION

Instructional aides are assigned as needed by the associate director, who reports directly to the deputy director and executive director of Mountain-Plains. All Educational Services Division senior instructors report directly to the association director. (See chart on p. 253.)

The coordinator of educational programs prepares regular management information reports and performs routine ad hoc tasks assigned by the associate director. Senior instructors function as department chairpersons. Major accounting and research data collection tasks, normally part of the public school administrator's responsibility, are performed by Controller's Services (see Chapter II). Recruitment and hiring are subject to recommendations from the associate director, with major responsibility residing in the personnel office.

All divisional management activities are based on attainment of quarterly management goals. Formative and summative evaluation results, followup on graduates, and student ratings of staff and programs provide a basis for regular management decisions, which are initiated by weekly meetings of the senior instructors, the coordinator of educational programs, and the associate director. Senior instructors are asked to submit weekly reports summarizing activities and concerns within their respective areas. Decision making generally rests upon verbal consensus.

Purposes and procedures involved in regular management activities are outlined for staff in a divisional handbook. In addition, periodic staff meetings provide a forum for general discussions. New staff orientation is a joint activity conducted by the personnel office and senior instructors. Staff in-service is conducted on both a regular and as needed basis.

EXTERNAL COMMUNICATION

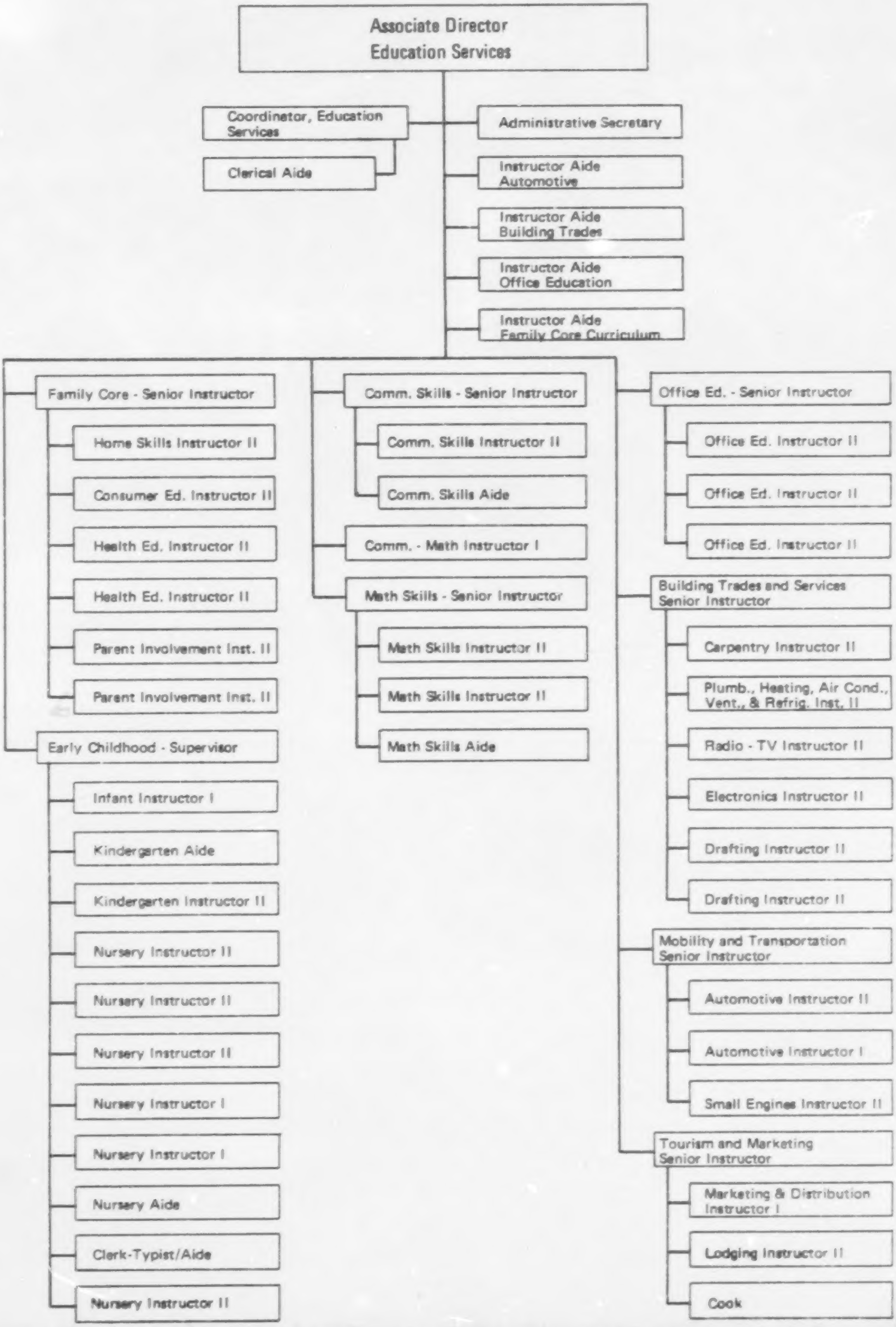
Local social service agencies are responsible for the licensing of both the Early Childhood and Food Service facilities, and function as referral agencies in suspected cases of child abuse or public health concerns. Although many instructors are certified, Mountain-Plains instructors are not required to comply with state certification criteria.

BUDGET

The total division budget for Educational Services does not depict all costs usually covered in a public school budget (see chart, p. 254). Costs for fuel, facilities, transportation, custodial and other programwide services are contained in the budget for the Administrative Services Division (see Chapter V). Additionally, the FY 75 budget does not include start-up costs; these costs are presented in a multiyear budget contained in the supplementary materials to Chapter II, Controller's Services.

The divisional management budget specifies travel and telephone monies for the entire division. Consultant services are provided through monies budgeted to the Curriculum/Research Division. Staff journals and memberships are budgeted to the Administrative Division.

EDUCATION SERVICES DIVISION STAFFING CHART


Associate Director Education Services
Coordinator, Education Services
Clerical Aide
Administrative Secretary
Instructor Aide Automotive
Instructor Aide Building Trades
Instructor Aide Office Education
Instructor Aide Family Core Curriculum
Family Core - Senior Instructor
Home Skills Instructor II
Consumer Ed. Instructor II
Health Ed. Instructor II
Health Ed. Instructor II
Parent Involvement Inst. II
Parent Involvement Inst. II
Early Childhood - Supervisor
Infant Instructor I
Kindergarten Aide
Kindergarten Instructor II
Nursery Instructor II
Nursery Instructor II
Nursery Instructor II
Nursery Instructor I
Nursery Instructor I
Nursery Aide
Clerk-Typist/Aide
Nursery Instructor II
Comm. Skills - Senior Instructor
Comm. Skills Instructor II
Comm. Skills Aide
Comm. - Math Instructor I
Math Skills - Senior Instructor
Math Skills Instructor II
Math Skills Instructor II
Math Skills Aide
Office Ed. - Senior Instructor
Office Ed. Instructor II
Office Ed. Instructor II
Office Ed. Instructor II
Building Trades and Services Senior Instructor
Carpentry Instructor II
Plumb., Heating, Air Cond., Vent., & Refrig. Inst. II
Radio - TV Instructor II
Electronics Instructor II
Drafting Instructor II
Drafting Instructor II
Mobility and Transportation Senior Instructor
Automotive Instructor II
Automotive Instructor I
Small Engines Instructor II
Tourism and Marketing Senior Instructor
Marketing & Distribution Instructor I
Lodging Instructor II
Cook

EDUCATIONAL SERVICES DIVISION

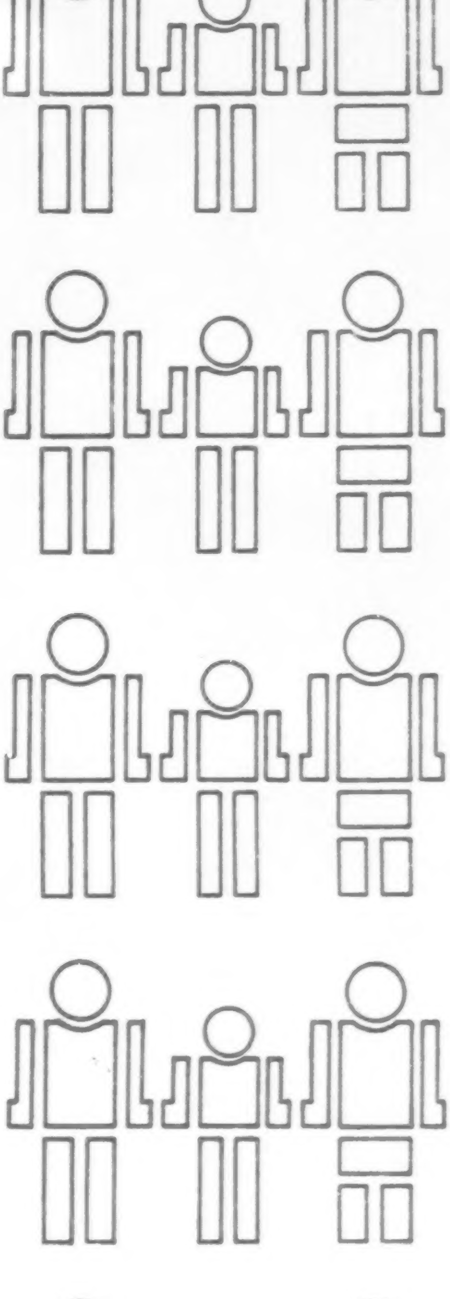
TOTAL BUDGET

Salaries	$556,142.00
Burden	137,555.00
Instructional Supplies and Maintenance	60,265.00
Equipment	14,323.00
Subcontracts	25,684.00
Travel	3,801.00
Telephone and Telegraph	8,700.00
Conference/Memberships	100.00
TOTAL	$806,570.00

EDUCATIONAL SERVICES DIVISION

MANAGEMENT BUDGET

Salaries	$107,897.00
Burden	21,523.00
Instructional Supplies and Maintenance	100.00
Subcontracts	150.00
Travel	2,851.00
Telephone and Telegraph	8,700.00
Conference/Memberships	100.00
TOTAL	$141,321.00



EDUCATION SERVICES DIVISION

FAMILY CORE COMPONENT

FAMILY CORE

DEVELOPMENT AND CONCEPTUALIZATION

The Family Core component was conceived in response to Mountain-Plains' commitment to a family-human development approach. This commitment reflects a major assumption underlying Mountain-Plains--that comprehensive career education must include training in life skills as well as in occupational skills if that education is to be truly effective. Vocational preparation alone does not always produce a successful employee--or even an employable person. Individual and family success hinge upon successful integration of occupational skills with such factors as good health and nutrition, personal attractiveness, sound financial management, and productive parent-child relations.

Family Core was designed to fit the particular needs of an adult disadvantaged population. These needs were identified through the collection and analysis of pertinent needs assessment data, and the careful assessment of Mountain-Plains placement results.

The component evolved as an integrated cluster of four individual programs: Health Education, Home Management, Consumer Education, and Parent Involvement. Major objectives within each of these programs are based on the identified needs and capabilities of the Mountain-Plains target population.

Family Core was originally under the Support Services Division, and offered a variety of home and life skill services to student families on an individual basis. These services tended to be arbitrary in both delivery and content, and often neglected opportunities to make students responsible for their own family life, education and development. In recognition of these problems, Family Core was reorganized, made responsible to the Educational Services Division, and charged with developing an objectives based, pragmatic, replicable curriculum component.

Health Education

The basic premise of Health Education is that most families cannot withstand the personal and economic drain brought on by poor health and low resistance to disease. This program provides instruction in proper health care and preventive measures.

Home Management

The basic premise of Home Management is that proper nutrition, grooming, and home management are basic to family and personal health, attractiveness and satisfaction. These characteristics in turn contribute to successful employment and an improved life style. The Home Management program teaches the philosophy of and appropriate approaches to buying, spending and saving.

Parent Involvement

The basic premise underlying Parent Involvement is that productive parent-child relations are basic to family enrichment and proper child development. Good parent-child relations also help establish the fundamental security and stability necessary for both parents and children to successfully cope with life outside the family. The Parent Involvement program helps students learn to understand and attain productive parent-child relations.

Consumer Education

Consumer Education is based on the premise that skills in money management and wise purchasing provide a necessary complement to the increased earning potential students expect to attain as a result of occupational training. Students are taught fundamental skills in budgeting, purchasing insurance, avoiding consumer frauds, and understanding consumers' rights and responsibilities in today's market. Financial counseling is available to those who want it.

A number of fundamental assumptions have helped shape the structure of the Family Core component. For example, Mountain-Plains' philosophy provides that student entry/exit should be flexible, based on individual readiness and demonstrated competencies. In keeping with this philosophy, Family Core programs provide individualized, programmed instruction, which enables students to enter and exit on a continuous basis. And because Mountain-Plains is residential in nature, Family Core provides a variety of family-oriented services and instructional programs.

COMPONENT RESPONSIBILITY

The major responsibilities of the Family Core component include training students in the fundamental concepts and behaviors of a broad range of life skills; providing various types of research assistance associated with the development, implementation and evaluation of Mountain-Plains; and providing various support services related to student/program needs, requests and concerns.

COMPONENT FUNCTIONS

The primary function of the component is to teach fundamental concepts and behaviors related to health education, consumer education, home management and parent involvement. Instruction entails orienting students to program objectives; teaching students the appropriate methods of using individualized learning packages; handling student questions and problems; leading group activities and discussions; administering, correcting, and discussing results of unit tests; helping students develop desirable classroom attitudes and behaviors; and managing the classroom environment.

A secondary function involves conducting instructional consultation sessions for students experiencing problems in attainment of life skills. During these consultation sessions, the problem or concern is explored with the student; some consultation objectives are established; appropriate instruction and consultation are provided; and written records tracing instructional content, student progress, and conclusions are maintained.

Family Core has an organizational responsibility to provide research assistance in the development, implementation and evaluation of Mountain-Plains. This responsibility is fulfilled through--

- Development of curriculum objectives
- Writing of curriculum
- Writing of curriculum test items
- Implementation of curriculum in the classroom
- Revisions and refinement of curriculum and curriculum test items
- Collection and recording of data pertinent to research.

Additionally, Family Core provides a variety of support services: Health Education instructors review new students' medical histories and consult with health clinic personnel; Consumer Education instructors review new students' financial background reports, act as liaisons between students and their creditors, manage legal aide referrals, and provide Notary Public services; and Home Management instructors manage a home equipment loan service.

COMPONENT OBJECTIVES

The ultimate goal of Family Core is to enable students to increase their employability by properly identifying and remediating problems relating to health, finances, parent-child relations, and the management of home and personal resources.

This goal encompasses four sets of Student Terminal Performance Objectives (STPOs), each corresponding to one of the four program areas within the component. In general, all STPOs relate to the proper selection, evaluation, and utilization of products, services and information.

In addition to curriculum based objectives, the component gives special emphasis to achievement of student Development/Employability Trait (DET) objectives, including self-confidence, self-directedness, self-control, cooperation, responsibility, and good appearance.

Programmed instruction and instructional consultation form two phases of an integrated life skills program. Programmed instruction is required for every student, and begins immediately after students complete Initial Orientation. Programmed instruction requires four class hours per day for approximately four weeks. Classes in all four component program areas (i.e., Health Education, Home Management, Parent Involvement and Consumer Education) are taken concurrently, along with two hours daily in Career Guidance. After four weeks, most students have completed Career Guidance, and validated each of the four Family Core areas. At this time students enter the occupational preparation area of their choice.

The instructional consultation phase is not necessarily an integral part of each student's program. Although instructional consultation is available to all students throughout their stay at Mountain-Plains, degree of involvement is based on a student's demonstration of need, or on staff referrals. Instructional consultation may occur during initial Family Core instruction, but more often occurs after students have begun occupational preparation and feel or demonstrate a need for additional assistance. Consultations usually involve an indefinite series of one-hour weekly meetings.

INTERCOMPONENT FUNCTIONS

Family Core shares, along with Community Development, the function of teaching home skills to student spouses who have chosen not to enter an occupational area. Family Core supplies various instructional resources and expertise, while Community Development provides organizational and support services.

Family Core shares with Student Planning and Advising the function of assessing problem behaviors pertaining to a student's program readiness or life skill proficiency, as well as planning appropriate remediation. Additionally, Student Planning and Advising acts as a clearinghouse for many Family Core services and program offerings, including weight control, grooming, and instructional consultations.

In conjunction with Counseling, Family Core assesses certain problem behaviors which may have a psychological basis, and the two components cooperate in planning appropriate remediation. Family Core also interacts with Curriculum in developing and implementing curriculum according to a specified research design.

EXTERIOR FUNCTIONS

Family Core works with the First National Bank of Glasgow to set up Savings Trust Accounts for students who are pregnant upon entering Mountain-Plains. A Family Core staff member (usually the Consumer Education instructor) serves as trustee. Such accounts ensure that adequate money will be available for the payment of hospital bills and related medical expenses.

Family Core also has a special relationship with Deaconess Hospital in Glasgow; the Consumer Education program provides help in collecting unpaid student hospital bills. As part of this special relationship, Consumer Education staff keep the hospital advised of which students will be departing within the next 60 day period; work with students identified by hospital staff as delinquent in the payment of bills; and mediate questions regarding student finances and insurances.

The Family Core component works with various credit and collection agencies throughout the six-state area to help Mountain-Plains students develop a sense of financial responsibility toward creditors. The Consumer Education instructor and various creditors together work out arrangements which are satisfactory to both students and creditors.

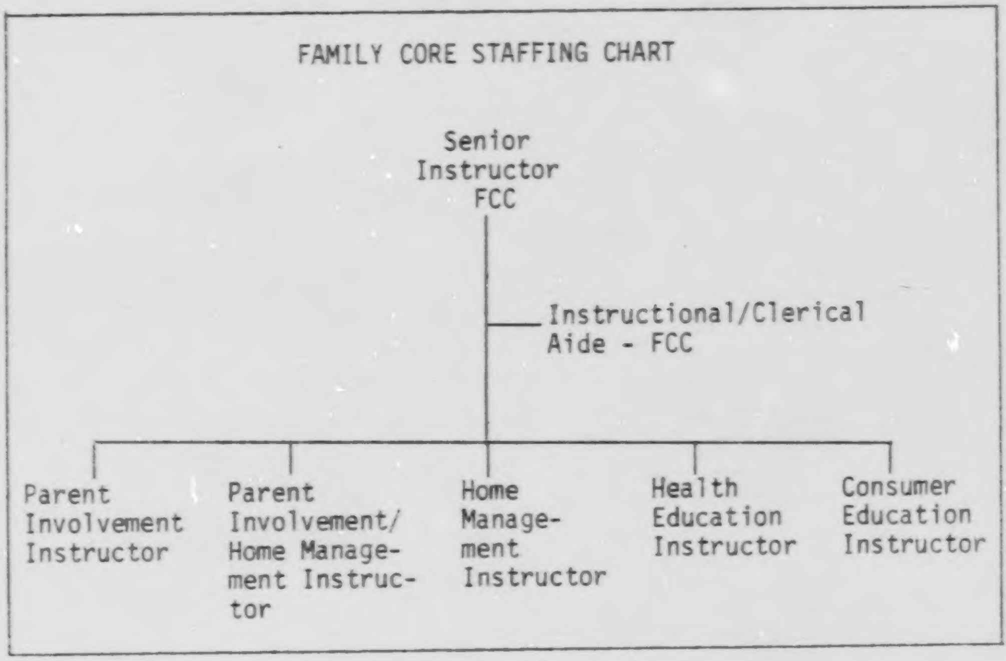
In conjunction with the base health clinic, Health Education staff provide individualized instruction in understanding and applying physicians' instructions; and using appropriate measures and practices to prevent or treat illness.

Family Core works with Montana Social and Rehabilitative Services to help particular students resolve problems associated with appropriate child, health, or home care.

RESOURCES

Staff

The component is operated by a staff of seven. The senior instructor is responsible for the management and supervision of Family Core, and has various teaching responsibilities as well. He/she should have a degree and teaching experience in various Family Core subjects. Staff instructors should also have appropriate education and teaching experience. Each is responsible for providing formal and informal instruction, as well as assisting in program evaluation, improvement, documentation, and dissemination. The instructional/clerical aide provides clerical support for instructional staff. Professional training is not required. The following chart illustrates the staffing pattern of Family Core.


FAMILY CORE STAFFING CHART
Senior Instructor FCC
Instructional/Clerical Aide - FCC
Parent Involvement Instructor
Parent Involvement/ Home Management Instructor
Home Management Instructor
Health Education Instructor
Consumer Education Instructor

COMPONENT INFORMATION SYSTEM

Family Core receives and generates a considerable amount of operational and research information. Below is a summary of information systems utilized by the component along with a brief description of each.

Input

The component receives extensive pre-center information through sociological data, medical history forms, physical examination results, maternity release forms, financial data, preliminary budget forms, financial status reports, and credit checks. This information is used by Family Core staff to anticipate problems or situations which may require specific remediation or other action.

Testing information is provided through the Student Progress Record. (See Educational Services Manual.) Additionally, weekly meeting minutes provide information concerning the background, current situation, problems or discipline of particular students.

Output

Instructional attendance information is provided through the student attendance roster and student time cards. Component output includes unscheduled DETs, senior instructor reports, Family Core curriculum information sharing reports, and student health reports. Progress and completion information are recorded on the Student Progress Record (SPR) and Student Work Plan (SWP). (See Educational Services Manual.)

Exit information includes a Projected Family Finances form filled out by each student family within 60 days of their departure from Mountain-Plains. This form has a dual purpose: First, it is used to impress upon students the nature of their financial needs upon completion. Second, it is used to inform Mountain-Plains state office staff of the financial situation of exiting student families who will soon be seeking job placement. A Clinical Referral form is used to indicate a need for non-local medical care. Special student requests may be noted on Loan Request forms or Tool Loan Request forms.

COMPONENT IMPLEMENTATION SUGGESTIONS

Replicators should be aware of the benefits of programmed instruction. Programmed materials are characteristically concise, economical, and adaptable--allowing students the freedom to proceed at their own pace. However, programmed instruction is not the complete answer. The type of material presented in Family Core demands a certain amount of classroom instruction/discussion in order that condensed, and sometimes difficult concepts can be understood by students.

Testing at Mountain-Plains is not only a mechanism for validation but for learning as well. As a mechanism for learning, testing is sometimes overburdened. Within the Family Core area, for example, students are expected to learn by a read-retain-test process. Such a system appears unrealistic for a basically nonacademic population, who might benefit more from a read-write-discuss-retain-test process.

All student counseling need not be relegated to a formal counseling component. Replicators should keep in mind that instructors, advisors, and other component staff are often excellent counselors, too, and beware of placing limitations on programmatic functions because of arbitrary academic labels.

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EDUCATION
SERVICES
DIVISION

COMMUNICATION
SKILLS
COMPONENT

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FOUNDATION EDUCATION:
COMMUNICATION SKILLS

DEVELOPMENT AND CONCEPTUALIZATION

In mid 1972, Mountain-Plains designed the Communication Skills component. This component was to prepare and test an experimental language curriculum for grades 1 through 12, emphasizing reading comprehension.

Several underlying assumptions had impact on the development of Mountain-Plains' Communication Skills component:

1. Low employability and low income parallels low reading ability.
2. A general inability to cope with day-to-day problems is partly commensurate with an inability to read for information.
3. A general lack of basic communication skills--speaking, listening, reading and writing--often precludes succss-ful integration into a society based on verbal communication.

Ability to comprehend written curriculum materials in Mountain-Plains' occupational preparation areas is essential. Therefore, Mountain-Plains' component focuses on helping students develop functional reading skills. Instruction in writing skills is also provided.

The Communication Skills component makes use of an individualized self-paced and self-corrective curriculum. Because the average student remains at Mountain-Plains only eight months, it has been necessary to develop a curriculum capable of equipping students with functional language skills in a very short time.

Communication Skills staff assumed that language skills would be more readily assimilated if instructional strategies and content were closely coordinated with occupational preparation. That is, to the extent possible, students should be taught practical skills which would be useful to them on the job. And since most occupations involve dealing with written materials of some type, reading would continue to be emphasized. At the same time, recognizing that the need for communication skills varies among occupations, the amount of time a student spends in the Communication Skills curriculum is made contingent on his or her career choice.

The Mountain-Plains Communication Skills curriculum is designed to accommodate students in grade equivalent levels ranging from 5 to 13. Students are placed on the basis of standardized, nationally normed tests. However, their progress within the curriculum is evaluated on the basis of criterion referenced tests developed at Mountain-Plains.

The curriculum is self-paced and utilizes individualized learning activity packages rather than commercial texts. These packages are field tested and include validated tests. Though some commercially prepared material is still used, staff have developed an original Mountain-Plains curriculum that stresses a functional approach to learning especially designed for the disadvantaged.

Communication Skills instruction centers on informal, relaxed classroom situations conducive to cognitive learning. There is no lecturing of the sort found in traditional settings. Students may discuss relevant topics, but coversation unrelated to studies is discouraged.

COMPONENT RESPONSIBILITY

Communication Skills is a component of Foundation Education. The senior instructor for Communication Skills is responsible for the component, and is under the supervision of the coordinator of educational services and the education services division associate director.

COMPONENT OBJECTIVES

The primary objective of Communication Skills is to teach students to communicate effectively in order that they may become more capable employees, parents and citizens.

Specifically, Communication Skills emphasizes reading development focusing on such learning objectives as--

1. Discrimination: Mastery of discriminatory skills which are prerequisite to reading.
2. Sight vocabulary: Gradual accumulation of a vocabulary sight list.
3. Integration: Transformation of verbal symbols into sound.

4. Pronunciation: Mastery of variant pronunciations of vowels, consonants, and vowel-consonant combinations common in English.

An additional Communication Skills objective is to provide resources and instruction for students wishing to obtain General Educational Development (GED) certificates, recognized by many employers and government agencies as equivalent to a high school diploma. The GED requires instruction in language skills, natural sciences, social studies, and literature.

COMPONENT FUNCTIONS

Placement of students in Communication Skills is based on administration of two pretests: the Wide Range Achievement Test (WRAT), and the Comprehensive Test of Basic Skills (CTBS). The WRAT is administered to all students during Orientation. The resultant reading and math scores are used to determine which of the four levels of the CTBS will be administered to actually determine placement. The WRAT provides a brief assessment of students' skills, the CTBS a more indepth profile. All reading and math scores are expressed in grade equivalents. (See Educational Services Manual.)

On the basis of test scores, a student is placed in either Basic or Advanced Communication Skills. At this time, it must be determined whether requirements in the occupational area chosen by the student will demand basic or advanced communication skills. It may be that the student already possesses the communication skills necessary for his or her occupational area. This can be validated through criterion referenced testing. If not, the student is prescribed work designed to meet the requirements. Students may decide to pursue advanced skills for self-improvement, regardless of occupational requirements. This practice is encouraged--especially for students who are considering college enrollment after graduating from Mountain-Plains.

Entrance tests for Basic and Advanced Communications Skills consist of a series of unit tests grouped by level of difficulty. The following learning matrix diagram illustrates this organizational pattern.

COMMUNICATION SKILLS MATRIX

BASIC	E	F	G	H	I	J
1. Structural Analysis						
2. Vocabulary Development						
3. Reading Comprehension						
4. Structural Patterns						
5. Reference Skills						

ADVANCED	K	L	M	N	O	P
1. Spelling Patterns						
2. Vocabulary Development						
3. Mechanics						
4. Grammar						
5. Usage						

Each numbered item represents the course designation, capital letters designate level of difficulty, and each block within the matrix indicates a unit within a given course.

For example, the Basic Communication Skills program consists of five levels--E through J--within five courses--Structural Analysis, Vocabulary Development, and so on. Courses are divided into units so that students may progress through a course in short increments. Such progression usually results in a continuing pattern of success that helps students develop a strong self-concept. The five different courses provide variety, thereby helping to hold students' interest. Notice that levels A through D are not represented here. Objectives for these levels have been defined by Mountain-Plains staff, but are considered to reflect achievement below the fifth

GEORGE AND PAULA

George is a 29-year-old Viet Nam veteran who met his wife, Paula, in the Philippines. Paula is a native Spanish speaker who converses fluently in English, but reads English only a little above the first grade level. Paula states that she reads Spanish with ease, though Mountain-Plains has no tests available to measure her specific level of achievement in Spanish.

Paula wishes to study clerical skills while George is enrolled in an Automotive Mechanics course. Together George and Paula meet with a personal advisor to discuss the situation. Paula's WRAT scores are far below the usual required level for entry into an occupational preparation program. However, as a spouse, Paula can afford to devote more time to Foundation Education--notably Communication Skills--and can perhaps increase her reading ability sufficiently to enter an Office Education course. Paula feels that even if she does not complete the course, she will gain skills that provide a good foundation for future education. Were Paula a single head of household with small children dependent solely on her for support, the situation might seem less negotiable. It is unlikely that she would then be capable of attaining employability within a year--the usual maximum period within which students are expected to attain that goal. Under such circumstances, Paula would likely be refused admission on the grounds that someone else would probably benefit more from the program. But Mountain-Plains can afford to be more flexible in this case. George's successful completion of an Automotive Mechanics curriculum will help ensure his and Paula's success as a family, regardless of the extent of his wife's progress. Therefore, for Paula, even a small step toward improvement can be viewed as successful, and Mountain-Plains is committed to providing whatever support it can. It is understood that Paula will remain in Communication Skills at least until she can read at a 5.0 grade level equivalent. At that time she may enter an Office Education course.

grade reading level required of entering students, and are therefore not included on the matrix. Instruction is provided at these levels only in very special cases. For example, a student who is a native speaker of a language other than English may score low on the WRAT and CTBS, yet have high aural comprehension and great potential for advancement. If that potential is deemed sufficient, and the demands of the student's occupational area are not too great, the student may be given special instruction to bring his or her reading skill up to the required fifth grade level. Such exceptions are nearly always restricted to spouses, whose occupational preparation is shorter than that of heads of households, and who can therefore devote more time to development of basic skills.

The GED program begins with administration of GED simulated pretests in the areas of English, social studies, natural sciences, and mathematics. Students who achieve predetermined mastery levels on any of the tests are given no work in that area. Students who do not achieve mastery are prescribed learning activities in accordance with further diagnostic testing. When students have completed all prescribed activities in the areas not mastered on the GED pretest, they are given a posttest. Students who achieve mastery on the simulated GED posttest are scheduled to take the actual state GED test at Glasgow High School. (See Educational Services Manual.)

INTERCOMPONENT FUNCTIONS

Through the registrar's office, Communication Skills alerts Counseling of any student learning disabilities or impediments. The Developmental Employability Test (DET) form is also used to bring student problems to the attention of Counseling and Career Guidance staff.

Communication Skills cooperates with Data Control for forwarding student files (after exit from Communication Skills), attendance records, and various statistical data. Additionally, Communication Skills works with the Research Department in the development and implementation of language curriculum.

EXTERIOR FUNCTIONS

Exterior functions conducted by Communications Skills are limited to the Montana Office of Education and Glasgow High School. Glasgow High School is the nearest agency authorized to administer the GED test; after administration, Glasgow High School forwards tests to the Montana Office of Education for correction. The state office sends test results to Mountain-Plains for recordkeeping purposes.

RESOURCES

Staff

Communication Skills is staffed by a senior instructor, an instructor, and an instructional aide. The senior instructor serves as manager for the component. A bachelor's degree in language is required; a master's degree is desirable. Additionally, the senior instructor must have background in reading instruction, and demonstrated skill in management. Because the senior instructor teaches Advanced Communication Skills, experience in technical writing is desirable.

The instructor is responsible for teaching Basic Communication Skills. He or she should have a degree and experience in remedial reading instruction and special education.

The instructional aide provides assistance to both the instructor and the senior instructor. The instructional aide should have some college education in language study, and demonstrated ability to correct pre/posttests and collate results. It is the aide's responsibility to disseminate research data to appropriate components on a scheduled basis. The aide is also responsible for maintenance and inventory of supplies.

The Communication Skills component currently retains a teacher-student ratio of approximately 1:35--the desirable ratio would be 1:25. Total staff-student contact averages 108 hours per day.

The instructor and senior instructor are usually assigned to their respective labs. However, random trade-offs provide a form of in-service training which increases awareness of materials and procedures in different learning labs throughout the Communication Skills component.

Facilities

The component utilizes 8,400 square feet of floor space and present work stations consist of 43 tables and 17 study carrels.

Equipment

The Communication Skills component has only small dependency on audiovisual equipment. Controlled readers and overhead projectors have been replaced by cassette players and filmstrip projectors. Cassette tape players are indespensible for programmed phonetic spelling courses. A combination cassette and film-strip viewer receives frequent use. In addition, component staff use four Singer

Audio Study-Mate Graflexes, model Auto-Vance II 8888, as well as an EDL Aud-X model Mark IV. Although costly, these items more than pay for themselves in terms of usefulness.

Several years ago, six ESL Controlled Readers were purchased as an experiment. Since each of these machines has logged less than 20 hours of use over a three-year period, the use of controlled readers in Mountain-Plains reading program has been deemed unsuccessful.

The most frequently used piece of audiovisual equipment is a videotape player. If used properly and with appropriate takes, it can perform the work of one instructor--particularly as a backup for recycle learning.

COMPONENT INFORMATION SYSTEM

Input

The registrar's office forwards a schedule of incoming students, and once a week, provides daily attendance rosters indicating the number of students assigned to each component and the hours of scheduled instruction. Communication Skills receives test results for new and completing students from the Test Center. This allows the component to complete student profiles. In addition, the State Board of Education forwards test score results for students who have taken the GED test.

Output

Communication Skills disseminates a senior instructor's report, which identifies current problems and proposed resolutions. Communication Skills also provides weekly reports on student progress through DETs and test result data.

COMPONENT IMPLEMENTATION SUGGESTIONS

Yearly budgets should allow for heavy divestiture of funds for physical inventory. Suitable study chairs and tables are costly, as is necessary audiovisual equipment. One study station per student should be provided if students are to concentrate on the material.

It is true that staff reduction can become a problem, yet is has been Mountain-Plains' experience that a high attrition rate is most likely to occur in the first year--probably because of the inability of many instructors to adapt to the rigid demands of a research and development project.

Teaching experience requirements should be flexible. Academic background in remedial reading and special education may be more important than teaching experience. The Mountain-Plains' Communication Skills curriculum is highly innovative, generally unlike what an instructor would have experienced in a traditional setting. On the other hand, an applicant who has had no formal instruction in remedial reading or special education must have at least five years of successful teaching experience at the grade school level. Experience in individualized instruction is highly desirable, along with a willingness to adapt to new instructional techniques. Teachers with experience only in traditional education should be given an orientation to individualized open entry/open exit instruction.

Decisions regarding accreditation should be made early in program development, since they will influence staff hiring practices. In terms of experimental development, accreditation could be a liability. Many certified teachers are experienced only in traditional education, and may resist innovative approaches.

Student selection criteria should be established before curriculum development begins. Such variables as budget, projected length of curriculum, facilities or scope of program, target population characteristics, and overall program objectives must be considered. Mountain-Plains has discovered that a minimum fifth grade equivalent reading level, as measured by the CATBS, provides one suitable selection criterion. Past experience has taught that even individuals who have been out of school a number of years should be able to read above a fifth grade level, barring mental disability. In our culture, which is based on psychoverbal symbols, an individual reading only comic books can develop a minimal fifth grade reading equivalent.

Curriculum development is an additional important consideration. The most important factor is vocabulary control. An adult who reads on a sixth grade level cannot be expected to negotiate instructional materials written at a twelfth grade level. Graduated control of vocabulary is the answer. That is, the first materials presented in the program should be presented at no more than a sixth grade equivalent vocabulary level, with the difficulty levels of subsequent materials increasing gradually to a twelfth (or higher) grade equivalent level.

Copy in learning activity packages should be as open as possible so that each book contains many pages; and therefore appears more imposing. This appearance can work as a motivational device, since a poor reader or one who reads little feels a great sense of accomplishment in reading many thick books.

EDUCATION
SERVICES
DIVISION

MATHEMATICS
SKILLS
COMPONENT

FOUNDATION EDUCATION:
MATHEMATICS SKILLS

DEVELOPMENT AND CONCEPTUALIZATION

In a career education program like that of Mountain-Plains, mathematics instruction should stress practical skills. Mountain-Plains' mathematical objectives relate directly to the actual mathematical requirements necessary for career success in given occupations. This continuity is achieved by talking with employers and identifying the mathematics skill levels those employers feel necessary for entrance into and success in a particular field.

Component staff specify necessary mathematical skills for each occupational area, and establish necessary skill levels for successful job placement. Students are required to fulfill only the basic requirements for a chosen occupation.

Mountain-Plains' research has demonstrated that the average man or woman, in the course of daily duties, needs nine basic math skills for survival in a competitive society:

1. The ability to apply basic operations, like addition or subtraction, coupled with an understanding of mathematical symbols and terms, such as greater than or equal to.
2. Ability to use numbers to indicate location, quantity, and order; and to decipher such things as phone numbers, timetables, and simple graphs.
3. Skill in applying the concept of measurement to such things as distance, area, or tool size.
4. Ability to conceptualize and make estimates.
5. Ability to use basic formulas in computing such things as area and volume.
6. Ability to apply principles of basic logic to everyday situations.
7. Ability to use the concepts of ratio and proportion in reading and drawing blueprints and graphs, determining costs, or developing a budget.

8. A general understanding of statistical mean, median, and samples.

9. Skill in using tables, catalogues, and parts manuals.

Through constant input from various training instructors throughout the program, Mountain-Plains' mathematical texts and workbooks have been refined to complement occupational preparation. Mathematics skill requirements are now directly correlated with occupational objectives. For example, drafting students need basic trigonometry--but are not required to work with trigonometric identities. As a consequence, drafting students do not study identities. On the other hand, changes in job requirements may require that students learn a new skill, sometimes one that presupposes several lesser skills. All must then be incorporated into the curriculum. For example, the addition of fractions presupposes the addition of whole numbers. Consequently, the addition of whole numbers would have to be incorporated into the curriculum--before the addition of fractions.

Staff have developed a curriculum that allows comprehensive pretesting, diagnosis of problem areas, and specific pretesting within each problem area. In addition, materials are available to help student's develop any specific skill within any area of the curriculum. To be certain that a student has mastered these skills, a series of posttests checking each skill, series of skills, and total component area is administered.

Math objectives are placed in a logical, sequential order--ranging from simple to complex. By progressing to the prescribed level within this range, a student can be assured of mastering all the skills he or she will need to successfully enter a given occupational area. Each new objective builds upon skills learned in preceding objectives; a student is never expected to use a skill he or she has not had an opportunity to master.

Since Mountain-Plains students enter the program at very different skill levels, the component uses an individualized approach, in which students work only on those skills they do not possess. There are no grades. Students progress from one objective to the next at whatever rate is most comfortable for them. The system allows students to prescribe instruction for themselves, while instructors serve as resource persons to help with problems and to administer and discuss results of tests.

COMPONENT RESPONSIBILITY

Mathematics Skills is a component of Foundation Education. As supervisor of the Mathematics Skills component, the senior instructor is responsible to the coordinator of education services, who in turn reports to the associate director of the Educational Services Division.

COMPONENT OBJECTIVES

The overall objective of the Mathematics Skills component is to help students demonstrate proficiency in the mathematics skills needed in their chosen careers. To cover all Mountain-Plains' career areas, instruction must be provided in--

1. Numeration and place value
2. Addition and subtraction
3. Multiplication and division
4. Geometry and measurement
5. Algebraic skills.

A secondary objective is to increase student employability by helping students develop good work habits in relation to dress, punctuality and attendance, and by helping them learn to cope successfully with stressful situations. Records of progress in these areas are maintained by Math Skills staff, who confer with occupational preparation instructors to determine what behaviors are needed or desired for various jobs. Component staff treat students like individuals, recognizing their differences and special needs, and providing whatever special assistance they can to increase employability.

COMPONENT FUNCTIONS

The major function of Mathematics Skills component is to assess and validate mathematics skills needed for acceptable performance by students in their chosen occupations, or if desired, for attainment of the GED.

An initial level of math proficiency is measured by the Comprehensive Test of Basic Skills (CTBS) administered in the Test Center. For certain occupations, a score of 9.5 or better demonstrates sufficient proficiency. Students who score less than 9.5 are given an entrance test in basic math, which covers four subjects: numeration and place value, addition and subtraction, multiplication and division, and geometry and measurements. These four subjects have been subdivided into levels ranging from A to F, according to difficulty. (See Educational Services Manual.)

Necessary proficiency levels are identified for each occupational area, and upon mastery of the specified level, a student is validated for his or her occupation. Additionally, each job title within an occupational area has a specified level of proficiency. This means that a student may well qualify for entry into an occupational preparation area, but may not be capable of negotiating the curriculum for every job title within that area. For example, a student may wish to study carpentry, one course within the Building Trades and Services area. If the student cannot master the necessary math objectives within the carpentry curriculum he or she can change to a different course within Building Trades and Services--one for which the math requirements are less rigorous. Building Maintenance is one example. Students are encouraged to strive for the highest occupational preparation level they are capable of attaining. But if a change is necessary, students are usually urged to remain within the same general occupational preparation area, since that is typically their greatest area of interest.

Students, who despite validation, are later unable to demonstrate the math skills needed for a career cluster are rescheduled into Mathematics Skills for an intensive review. Mathematics skills staff, along with those in Communication Skills and Counseling, must identify students who are having difficulty in Family Core curriculum or any of the occupational areas. Such students are temporarily taken out of occupational preparation, and scheduled into Foundation Education exclusively for four weeks of intensive study. If they are capable of handling the curriculum, they are rescheduled into the occupational area. If at the end of four weeks it is judged they will not be able to attain their career goals within a reasonable time (i.e., generally no more than one year), component staff notify the registrar to begin exit procedures. It should be noted that in Mountain-Plains' open entry/open exit system, there are no time limits as such. At the same time, however, the program operates on the philosophy that it is most efficient, and most helpful to the target population in general, to serve those students who can best benefit from the program. Therefore, though students are allowed to progress at their own rates, Mountain-Plains requires that some clear evidence of progress be demonstrated at all times.

ED

Ed is a 24-year-old married student who has been enrolled in Carpentry for about three weeks. At first Ed's progress was rapid, but lately he has shown only minimal improvement. Though Ed is free to proceed at his own pace, without pressure, the instructor is concerned by the sudden change and questions Ed to determine whether a specific problem--like marital difficulties, financial problems, loss of interest in the curriculum--is causing his change in behavior. Ed is highly reluctant at first to discuss the problem, but finally admits that the required math for the course is beyond him, even though he validated the required math skills before entering the curriculum. Ed fears that any sign of failure will result in his being assigned to another curriculum. The instructor is sensitive not only to Ed's need for review in math skills, but also his need to develop greater confidence in himself and trust in the instructor. Ed is rescheduled into Mathematics Skills for an intensive review, with assurance that as soon as he and the math instructor feel confident that he is ready, he can return to the Carpentry curriculum--this time with renewed confidence in his math skills.

INTERCOMPONENT FUNCTIONS

Although students in Mathematics Skills generally spend only two hours a day in the lab, many students need additional time to accomplish objectives in their occupational areas. In such cases, students are given an intensified schedule of three to four hours of lab work a day for a specified period of time. When the student no longer requires the extra hours of mathematics, Scheduling is notified and the time is reduced. Such scheduling accommodations may occur at any time in response to student needs.

Every six weeks the Mathematics Lab is provided with Developmental Employability Traits forms. Mathematics Skills instructors complete these forms, providing updated information on student progress in Math, and return them to Data Monitoring. Copies of the DETs are also provided to Career Guidance and Counseling, and to any other areas wishing to solicit the component's help in remediation of problems. (See Educational Services Manual.)

Initial testing of students is conducted at the Test Center. Test Center personnel correct tests, complete Student Work Plans, and confer with students regarding their current capabilities and needs. Copies of SWPs are sent to the Mathematics component to be completed as students master each skill level. After students complete all skills needed for their occupational area, GED, or personal goals, Mathematics Skills sends the completed SWP form to the Data Center for filing or use in research.

EXTERIOR FUNCTIONS

Every January and February the Mathematics Lab and Community Development personnel jointly instruct a workshop through the federal government's Volunteers Income Tax Assistance (VITA) program.

The major exterior function of the Math Skills component is purchasing complementary program supplies. In addition, component staff cooperate with local high school officials to arrange for GED testing of appropriate Mountain-Plains students.

RESOURCES

Staff

The Mathematics Skills component is staffed by a senior instructor (who also provides instruction in communication skills), two instructors and an instructional aide. The component's student-teacher ratio is approximately 10:1.

The senior instructor directs, coordinates and manages the mathematics skills laboratory. He/she is responsible for design, development and refinement of individualized education programs for Mountain-Plains students. Academic preparation in mathematics and education, and teaching experience are required.

Instructors are responsible for monitoring student progress in the laboratory, and updating methods and materials as necessary. A degree and teaching experience are required.

The instructional aide provides any assistance to instructors which does not require professional training. He/she must be experienced in working with disadvantaged adults.

The math lab is divided into two sections: a basic lab and advanced lab. Two instructors and the instructional aide are assigned in the basic lab. Teachers are assigned to the advanced lab on a rotation basis, one teacher per week. The senior instructor performs administrative duties and functions, and assists with instruction wherever there is a need. Instructors are not assigned to specific students but rather have responsibility for all students in the lab. The math lab is open to students seven hours a day; the eighth hour is kept free for preparation of material, filling out reports, and filing.

Equipment

Mathematics Skill LAPs are not reusable; students may therefore take notes directly in the LAPs and keep them for reference. There are 238 separate LAPs in all; each student uses an average of 80. A number of supplementary materials, some utilizing alternate methods of learning, are available for students to take home. Additional materials include the Sullivan series for basic skills, the Delmar series for occupational application, and Sehaumns series for more advanced work. (See Educational Services Manual.)

COMPONENT INFORMATION SYSTEM

Input

Besides the regular management documents and memos, the Mathematics Skills component receives student test results from the Test Center, a schedule of incoming students and daily attendance roster from the registrar, and GED test results from the State Board of Education.

Output

The Mathematics Skills component disseminates various forms and reports, including the senior instructor's report and the developmental/employability trait forms. (See Educational Services Manual.)

COMPONENT IMPLEMENTATION SUGGESTIONS

Mountain-Plains has the facilities to reproduce LAPs, which allows students the convenience of writing in them and retaining them for reference. If reproduction facilities were unavailable, answer sheets could be used. However, reproduction of LAPs is recommended whenever feasible.

Replicators should be certain that all commercially produced material used is keyed to the basic curriculum, and correlated with the occupational training provided through the program. Such material should be carefully reviewed to ensure that all concepts are presented sequentially, and that important skills are not omitted. It is recommended that staff develop supplementary, take-home materials to assist students with specific problem areas.

Replicators should provide inservice training for staff to help them become thoroughly familiar with materials and with the individualized approach to instruction. Instructors used to a traditional "Today I will teach fractions" approach may initially have difficulty adjusting to a system totally governed by students' progress.

EDUCATION SERVICES DIVISION

EARLY CHILDHOOD EDUCATION COMPONENT

EARLY CHILDHOOD EDUCATION

DEVELOPMENT AND CONCEPTUALIZATION

The Early Childhood component was designed to provide custodial care and developmental instruction for the children of Mountain-Plains students. Although maximum health and safety provisions are a first priority, many practical considerations and theoretical positions have influenced the type and extent of services provided by Mountain-Plains' current Early Childhood Education program.

In fall 1972, the component had a major research emphasis directed toward producing Early Childhood curriculum. Three operational areas were identified:

1. Infant care (for children six weeks to two and one-half years old)

2. Nursery (two and one-half to five years old)

3. Kindergarten (five through six years old).

By summer 1973, component emphasis had shifted to providing custodial care. General research and development activities began to focus more heavily on adult family members--particularly heads of households. Beginning in late spring 1974, a new developmental focus on children began as a logical extension of Mountain-Plains' family emphasis. Stimulating the growth and development of children became the key goal of the Mountain-Plains' Early Childhood Education component.

The human development approach to Early Childhood Education assumes that children form developmental learning patterns before their sixth year, and that these patterns strongly influence learning in later life. Through stimulating developmental activities in the preschool classroom, Early Childhood Education staff encourage maximum development of human competence. The earlier this development occurs, the greater the chances for later life satisfaction. A major premise of the Early Childhood component is that comprehensive family-human development is essential to family success and improved life style.

Operationally, the component may differ from other Early Childhood programs. At Mountain-Plains, Early Childhood Education is an individualized program in which children are grouped by readiness. There is some discrimination by age to protect younger children from the possible aggression of older children. Instructors diagnose and prescribe activities suitable to a child's needs, and instruction follows an eclectic approach.

COMPONENT RESPONSIBILITY

Early Childhood Education is a component of the Educational Services Division, and responsible to the division associate director.

Early Childhood Education provides low-income families an opportunity to involve their children in quality preschool instruction. Many research studies with low-income children have demonstrated that intelligence can be enhanced through early education offered in the preschool years. Preschool instruction provides an environment in which children learn to learn, and plays an active role in the development or cognitive reorganization prerequisite to children's future success in school.

COMPONENT OBJECTIVES

The major objective of Early Childhood Education is to provide instructional techniques which significantly influence the developmental processes of children. Through self-directed exploratory learning, component staff seek to augment children's cognitive, linguistic, affective, perceptual-motor, motivational, social and physical development. If adequately stimulated by their surrounding environment, children rapidly begin to learn through individual exploration. Such exploration generally enhances a child's developmental processes. Early Childhood Education activities are suited to a child's current stage of development. A major objective is to fulfill children's basic needs in relation to health and nutrition, security, freedom, structure, compassion and challenge.

Component objectives focus on demonstration of skills in social and interpersonal relations, sensory motor skills, perceptual abilities, number concepts and skills, and language skills. These skills can be classified as cognitive, behavioral and affective. Cognitive skills include relating and connecting objects and events. These skills are developed through activities and discussion of temporal relationships designed to help the child develop meaningful mental representations.

Behavioral skills include engaging in explorative, imitative and imaginative play; basing action on thought; mastering acceptable toilet and eating habits; demonstrating independence; communication skills; awareness of self, and self-control; and establishing relationships with peers, parents and siblings.

Affective skills relate to emotions and feelings. Component objectives focus on control of aggression and reduction of shyness.

COMPONENT FUNCTIONS

Child care and educational services are provided for approximately 90 children ranging in age from six weeks to six years. Because of the nature of Mountain-Plains' adult curriculum, Early Childhood enrollment is in a constant state of flux. Following are more detailed descriptions of the three basic programs--Infant Care, Nursery and Kindergarten--through which Early Childhood services are provided.

Infant Care

The Infant program provides care for children between the ages of six weeks and two years. Children who are two years old and toilet trained may enter the Nursery. Infants are assigned to Licensed Infant Care Homes (LICHs) until both parents validate Family Core--a period of usually five weeks. In the case of a single head of household, children are cared for throughout the parent's stay at Mountain-Plains.

Licensing of the infant care homes is a function of the State Social Service Agency, and is in compliance with Montana State law. The infant care instructor monitors the performance of the license holders, and makes weekly and requested visits to the LICHs.

LICH operators' responsibilities include providing a health, emotionally and physically stimulating environment for the developing child. LICH operators are requested to attend monthly meetings on such topics as nutrition, childhood diseases, and child growth and development. Specific concerns of the LICH operators are also discussed during these meetings. Essentially, the Infant Care program addresses the physiological needs of the child before directing attention to development in social, perceptual-motor and cognitive areas.

Nursery

The Nursery program is designed for children between two and one half and five years of age. Children must be toilet trained prior to entrance. At present there are six nursery units with a teacher/child ratio of approximately 1:10, excluding aides and other ancillary personnel. Nursery instructors are carefully selected not only on the basis of academic background and experience, but also for demonstrated qualities of warmth and openness. Nursery instructors meet on a regular basis to discuss and refine program objectives as well as the methods of achieving those objectives. The Nursery unit is housed in a residential home--thereby providing a physical environment nearly identical to that which the child shares with his or her family.

Nursery "curriculum" is very flexible. Eating and sleeping are the most structured activities. Learning centers are provided for listening, reading, working, acting, drawing and painting, and playing. In warm weather, children are taken outside to play. Playground equipment--swings, a slide, and sandbox--is available, and sometimes instructors lead children in organized games or exercises. Occasional field trips are planned. During inclement weather, indoor activities are expanded. For example, children may help in making a simple breakfast or snack--or make colored paper ornaments to decorate a Christmas tree. Materials--paper, pencils, crayons, paste, felt, books, records, toys and games--are in good supply. Instructors need only use imagination to organize stimulating, enjoyable activities for children. Children are allowed to work out interpersonal relationships on their own (short of infuring one another).

Kindergarten

The Kindergarten program is similar to the Nursery program in terms of instructional approach and research objectives. Both public school kindergarten and Mountain-Plains kindergarten are available to students. Enrollment in both programs is the usual procedure, with a switch from one to the other at noon. More attention is placed on cognitive development in kindergarten, although it is achieved largely by indirect methods. Individual skills and needs are identified, and certain learning activities prescribed accordingly. As in the Nursery, learning centers for special activities are provided. A warm, caring environment with attention to the children as a unique individual is the foremost priority. Anecdotal records of student progress are kept for research purposes and for transfer to other schools.

Each child's progress is discussed during parent-teacher conferences held every three months. These conferences have been successful in informing parents about their child's adjustment to school, and giving instructors an opportunity to advise parents or discuss problems. During conferences, progress reports are discussed and given to parents. There is no grading system, but items pertaining to a child's social, emotional, intellectual and physical development are rated according to effort shown by the child in that area. Since parents observe changes in the child's behavior at home, they are asked to fill out an evaluation form on the program following each conference. (See Educational Services Manual.)

ALICE

Alice is three. Her parents, Penny and Roger, are new students at Mountain-Plains, enrolled in Family Core. Alice and her tiny 8-month-old sister Rachel are both enrolled in the Early Childhood Education program, Alice in the Nursery program and Rachel in Infant Care. Penny and Roger drop the children off each morning. For the first week, they dropped Alice off first; and every morning, as the car with her parents and baby sister left the Nursery, Alice would begin to cry. Penny and Roger's counselor suggested a strategy: drop the baby off first. It worked. Alice doesn't cry anymore. And there are other changes too. In Alice's first home in Dickinson, North Dakota, there were no books or magazines, no pets or plants, no pictures on the walls and very few toys. Alice had never seen color crayons before coming to Mountain-Plains. She had never drawn a picture or heard a story read.

For the past week Alice has been doing things like finger painting, swinging, helping to make pancakes, filling a goldfish bowl, and listening to stories that are read to her and the eight other children in her group every afternoon. Alice is beginning to overcome her shyness, and to laugh more often. She climbs up the slide by herself--something she was afraid to do until yesterday.

And today is a very big day for Alice. For the first time she started a conversation with her teacher without being spoken to first. She asked to take the parakeet home.

Early Childhood staff will have a lot to tell Penny and Roger about Alice's behavior. She is becoming increasingly less fearful, more explorative. She now seeks the company of other children, whereas at first she rejected it. She enjoys outdoor activities, though during the first week she would go outside only after great coaxing. Her speech is still limited, her vocabulary slightly below normal for a child her age. She will seldom talk to adults--though perhaps that too is changing now--but is beginning to converse spontaneously with the other children. The prognosis for continued change will depend heavily on Penny and Roger. Mountain-Plains will do what it can to help Alice's parents comprehend the significance of such seemingly small changes, and learn to build an environment in which further growth can occur.

Student achievement is measured through pre- and posttesting. Tests used include the Purdue Perceptual-Motor Survey, Peabody Picture Vocabulary Test, and the Child Behavior Rating Scale. The Purdue Perceptual-Motor Survey is used to qualitatively assess the perceptual-motor abilities of children in early grades. The Peabody Picture Rating Scale is designed to assess personality adjustment in primary school children. Several sections have been modified to adapt the test to preschoolers. Instructional aides administer tests and record results with proper coding.

INTERCOMPONENT FUNCTIONS

Early Childhood has systematic interactions with various components. Children with physical or psychological problems too severe for Early Childhood staff to handle are referred to the parents' student advisor. Early Childhood staff often confer with counselors as well.

Early Childhood staff may call a conference with the parents' counselor at any time, or may meet with Community Development personnel or other professional staff if there is apparent need.

Tests are administered primarily for research purposes. Children are tested upon entry and exit, and any changes noted in a child's IQ are recorded.

EXTERIOR FUNCTIONS

Interaction with the Montana Social and Rehabilitative Services is crucial. MSRS staff visit Mountain-Plains' program to ensure that the program meets all state licensing requirements before issuing a day care license. Early Childhood staff also refer cases of child abuse or neglect to MSRS. Mountain-Plains staff are not authorized to handle such cases personally.

The Comprehensive Health Clinic onsite interacts with Early Childhood since written permission from a doctor is necessary before a child can be readmitted to school after an illness, or excused from outdoor activities for any medical reason.

RESOURCES

Early Childhood is staffed by six instructors, three instructional/clerical aides, one infant care instructor, one cook and three interns. There is an approximate ratio of ten students per staff member. Students are in contact with instructors for approximately seven hours per day.

Instructional aides relieve instructors during a thirty-minute break each day. Most of their time is spent providing instructional assistance in the class to which they are assigned for the particular week. Aides are excused one day a week for pre- and posttesting of children in the ECE office.

The clerk typist answers the phones and performs clerical duties. The infant care instructor monitors the Infant Care program through home visits, licensing interviews, and placement of children in licensed infant care homes. The cook prepares lunches and cleans kitchen areas. Substitutes are always provided when instructors or other staff must be absent.

The senior instructor supervises other staff, and coordinates in-service training sessions. Staff in-service training is generally held on Thursday afternoons. Mothers who serve as volunteer substitutes are excused from classes to work in the Nursery and Kindergarten during afternoon staff meetings. They work with an aide or instructor before taking over a class on their own.

Facilities

Early Childhood facilities include residential houses for the six Nursery classes and a large building for the Kindergarten. Each area covers approximately 5,000 square feet.

A typical house used for Nursery classes has three bedrooms, a living and dining area (used as a playroom/eating area), a kitchen and two bathrooms. A porch and garage are attached. A large playground area for outside activities is accessible to each unit.

Equipment

Inventory items are listed in the Educational Services Manual. Most items are ordered from Colburn School Supply, Childcraft, or Creative Playthings.

COMPONENT INFORMATION SYSTEM

Input

Scheduling information about new students is requested in advance in order that their children may be appropriately placed. Additionally, a computer printout of the Early Childhood budget is made available every month.

Output

Early Childhood instructors report classroom attendance rates to the associate director of educational services. Instructors also prepare Developmental Employability Traits reports on children or parents as necessary. No special DET form is provided for children. Clearly, employability is not the focus with young children. Nevertheless, many of the traits noted on the DET forms--cooperation, attitude, initiative--can be assessed for children as well as for adults. The form is therefore used essentially as a supplement.

COMPONENT IMPLEMENTATION SUGGESTIONS

Replicators should keep in mind the importance of reasonable student/staff ratios. Instructors rarely get time to teach when they must supervise 12 children singlehandedly. Scheduling is important too. Instructors who are with children seven and one half hours every day, without help, cannot possibly plan or maintain an appropriate classroom atmosphere.

Children two years old and younger need more help and attention than the older children. They should be assigned to very small groups of no more than five children of the same age. Most research confirms that two-year-olds are generally not ready for a large-group situation. It is also recommended that a program be developed to provide in-service training for babysitters who serve as licensed substitutes, aides and instructional staff.

It is suggested that the Denver Development test be used for preschoolers; the Purdue and Child Behavior rating scale has not proved appropriate. The Denver Development test is designed specifically for preschoolers--not elementary children.

A daily schedule should be established for all staff, especially infant care instructors and aides, with all responsibilities carefully defined.

Replicators might consider developing a program to help parents gain a better understanding of what their children are experiencing in school. It is particularly important for parents to understand that Early Childhood is an educational program--not a babysitting service.

Budgetary provision should be made for hiring a sufficient number of aides. At least one aide and one instructor should be provided in each classroom.

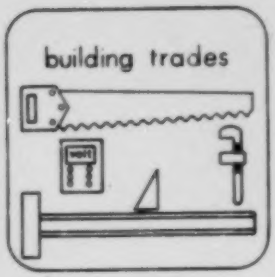
Staff members who work with preschoolers should have a degree in early childhood education--or in elementary education if courses are geared to preschool education. Experience in early education, as an instructor or student teacher, should be mandatory. The infant care instructor must have a degree in ECE and experience in working with infants.

Individual Early Childhood classes could be conducted in one large room to permit close observation of children. Individual learning centers with two-foot dividers provide an effective means of setting off special activities.

Liability in working with young children must be explained carefully to all staff members.

EDUCATION SERVICES DIVISION

BUILDING TRADES COMPONENT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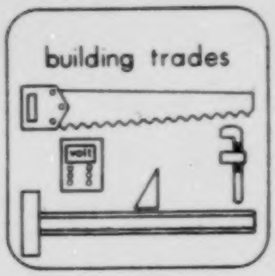
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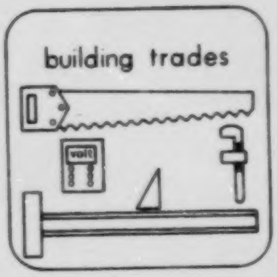
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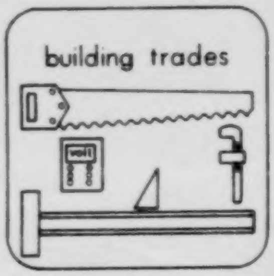
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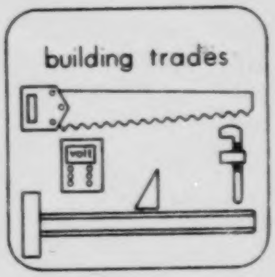
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OCCUPATIONAL PREPARATION:
BUILDING TRADES & SERVICES

DEVELOPMENT AND CONCEPTUALIZATION

The Building Trades and Services component was established to meet the need for entry level building tradesmen in the six-state region. Current needs are especially great in the areas of carpentry, plumbing, and electrical wiring, all courses within the Building Trades and Services component.

As with all Mountain-Plains curriculum, attention was given to the development of an open entry/open exit, diagnostic, prescriptive and individualized program. Consistent formative evaluation allows the system to maintain both continuity and flexibilty.

A task analysis was conducted for each career cluster within the Building Trades and Services component. Objectives were written to reflect precisely what the student had to know and do, along with the degree of accuracy or proficiency required for entry level into each Building Trades and Services occupation. These objectives became the basis for developing Learning Activity Packages (LAPs). LAPs were then grouped into units and courses, and cognitive and performance tests were developed.

Specific courses within the component include--

- Carpentry
- Drafting
- Plumbing
- Heating Systems Service
- Cooling Systems Service
- Electrical/Wireman
- Electrical Motor Repair
- Electronic Assembly

- Radio and Television Service
- Applicance Repair

Many instructional units are common to several courses. For instance, blueprint reading, which is taught in the Drafting Lab, is also a required unit for students in Carpentry, Plumbing, Electrical Wiring, and Heating programs.

An important underlying goal has been the design of an integrated program to develop not only occupational skills but appropriate attitudes, behaviors and employability traits. This goal is realized largely through use of DET forms on which instructors record student progress at six-week intervals. Such traits as punctuality, cooperation, initiative and attitude are rated on a regular basis. Serious problems which cannot be resolved between student and instructor are referred to the student's advisor or counselor. Instructors are urged to be scrupulously honest in rating students; problems which are ignored can only injure a student's chances for future employment success.

COMPONENT RESPONSIBILITY

The Building Trades and Services is a component within the Educational Services Division. The primary responsibility of the component is to provide training for students.

COMPONENT OBJECTIVES

The major objective of Building Trades and Services is development of an individualized, open entry/open exit curriculum for each program. Additionally, each program within Building Trades and Services is responsible for identification of employability traits which will enhance the student's ability to obtain and maintain a job.

A second objective of the Building Trades and Services component concerns documenting or researching the effectiveness of existing curriculum. Each program area within the component sends cognitive and performance test results to the Data Monitor, which logs and disseminates all researchable data.

INTERCOMPONENT FUNCTIONS

Scheduling is responsible for determining what hours a student will spend in an occupational preparation area, and what hours will be spent in other areas--such as Foundation Education. Each student is assigned a student advisor and, should problems develop in relation to student progress, component instructors refer students to advisors. Instructors and student advisors meet every six weeks to review the students' employability trait forms. The DET form is usually reviewed by both instructor and student before being sent to the advisor.

Career Guidance referrals are occasionally made by instructors who feel that a student's behavior will adversely affect employability. In some cases, it may be necessary for the student to consider a new career choice. Students who display erratic or otherwise unacceptable behavior in the classroom are usually referred to Counseling.

EXTERIOR FUNCTIONS

The Building Trades and Services component maintains liaison with labor unions at both state and local levels, including the Carpenters and Jointers Union, the Plumbers and Pipefitters Union, and the Electrical Workers Union. A working agreement between the component and the United Brotherhood of Carpenters and Jointers Union allows for the training and upgrading of apprentices and journeymen by Building Trades and Services component staff.

RESOURCES

Staff

Building Trades and Services is staffed by a senior instructor, six instructors, and an instructional aide. A balance between those who do and do not have college degrees produces a staff which seems effective in establishing rapport with the student population. All staff should have a minimum of five years' practical work experience in their respective trade area.

Facilities

The component is housed in two separate facilities. The Drafting Lab is located in a renovated Air Force dormitory. Some walls have been removed to open up approximately one-third of the first floor. All other programs are located in a single building which formerly served as the Air Force dining hall. The building is compartmentalized into three roughly equal divisions that house Carpentry, Electrical/Electronics and Plumbing, Heating and Refrigeration programs.

COMPONENT INFORMATION SYSTEM

Input

The component receives written time cards or schedules, class attendance rosters for each program, Student Progress Records (SPRs), monthly budget information, DET forms, and monthly job placement summaries of students who have completed the program.

Output

Component output includes classroom attendance reports and senior instructor reports. (See Educational Services Manual.)

COMPONENT IMPLEMENTATION SUGGESTIONS

Facilities are a major concern. Replicators should keep in mind that anything less than a total square footage of 400 feet per student, including materials storage, tool storage, study area, workbench and fixed tool and machinery area would be highly dysfunctional for a program of Mountain-Plains' scope.

Instructors should be encouraged to help students develop positive employability traits to complement their occupational skills. Regular, rigorous review of such traits is essential if students are to be aware of their progress toward employability.

It is particularly important that component objectives be based directly upon skills students will need on the job. While component instructors can provide considerable input regarding the appropriateness and completeness of objectives, it is recommended that all objectives be validated occasionally by employers. Job requirements do change, and objectives must be modified accordingly.

EDUCATION
SERVICES
DIVISION

OFFICE
EDUCATION
COMPONENT

office education

office education

office education

office education

office education

OCCUPATIONAL PREPARATION:

OFFICE EDUCATION

DEVELOPMENT AND CONCEPTUALIZATION

A planning grant study, including a labor market survey of the six-state region, was funded prior to the initiation of Mountain-Plains. This survey identified several occupational areas, including office skills, projected to require a large number of new employees during the ten-year period from 1970 to 1980. On the basis of this projected need, Office Education was established as a Mountain-Plains career preparation area. It was further decided that Mountain-Plains would offer career preparation in areas traditionally staffed by women, in order to provide employment opportunities for spouses and single heads of households, of whom over 95 percent are women.

Skilled/semi-skilled occupations capable of being learned within a six to twelve month period by a population of limited educational background were selected. Those occupations include Clerk, Clerk-Typist, Clerk-Stenographer, Accounting Clerk, Bookkeeper, and Keypunch Operator.

Because of the limited preparation time available to most Mountain-Plains students, the choice of occupations is restricted to entry-level jobs, and students are offered preparation in minimum saleable skills. For example, Office Education has found it practical to prepare clerk-stenographers but impractical to prepare legal secretaries. Nevertheless, the skilled/semi-skilled office occupations offered by Mountain-Plains generally lead to increased job status and salary for the target population, and serve as a solid foundation for future advancement through experience. Courses within occupations are vertically sequenced. Consequently, even if a student is unable to complete a particular program, he/she leaves with the necessary training to obtain a job at a lower skill level.

Two features of Mountain-Plains' Office Education design are specially directed toward enabling departing students to experience career success and life satisfaction. First, subjects and attainment levels in Office Education are relevant to specific, known occupational demands. A job description for each occupation is used as the basis for deciding what should be taught and in what depth. Office Education graduates can be confident of having marketable employment skills. Second, only criterion referenced testing is used. Students are evaluated on the basis of how closely they approximate performance levels called for in course objectives. Performance of one student is not compared with that of another. Instead, each student's performance is judged according to a predetermined set of criteria. This enables Office Education staff to say with some certainty that departing students will experience career success.

The Office Education design was strongly influenced by the characteristics of its target population as well as by its state objectives. Mountain-Plains students represent an extremely broad spectrum of educational backgrounds and skill levels. On psychological tests, Mountain-Plains students rank below the norm on such characteristics as time competence (focusing on the task at hand) and self-concept. A low self-image and history of failure, particularly within traditional school systems, is typical.[1]

Office Education offers a fixed-concept, fixed-competency curriculum. Through a careful task analysis of various occupations (based largely on job descriptions), specific performance activities were identified and organized into units and courses. Appropriate instructional techniques and instructional materials were then selected.

NOTE TO THE READER

An important consideration for Mountain-Plains staff has been the development of instructional materials suitable for use with the target population. It was quickly discovered that many commercially available materials were prepared essentially for a middle class audience, and contained numerous references to a lifestyle and value system outside the experience of Mountain-Plains' disadvantaged population. In some instances, students were offended by such materials. In many cases, learning was inhibited because students' sense of reality was directly opposed to the "reality" being thrust upon them through inappropriate textbooks. To resolve the problem, Mountain-Plains staff designed many of their own materials, drawing ideas from what was available, but totally rewriting copy to reflect a set of values and experiences more familiar to their students. In the new typing manual, Mary Smith no longer seeks part-time employment to afford a second car or a new stereo; she strives to learn clerical skills because only through her much needed income can grocery bills and medical expenses be paid. The skills taught are the same. But the context in which those skills are taught has been altered to reflect greater sensitivity to the needs and perspectives of Mountain-Plains students.

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[1] Rowan W. Conrad and F. Lynne McMahon. "Self-Actualization in a Rural Disadvantaged Population." Counseling Services Report No. 12, Glasgow: Mountain-Plains Press, March, 1974, passim.

Note to the Reader - Cont.

The suitability of various commercial products is something each future replicator will have to decide. And this decision can be properly made only with an indepth understanding of the target population to be served.

An instruction by objectives approach was selected because it utilizes curriculum based on occupational demands and allows adjustments as those demands change. Additionally, by reviewing objectives in advance, students know precisely what skills they must acquire to enter an occupation, and they can readily evaluate their progress at any given point. A student need never guess whether he or she is doing well. This is an important element among students with a low self-image.

Since Mountain-Plains is competency based, a minimum identified level of achievement must be attained by every student. But since people learn at different speeds, it is obvious that completion times must be variable in order to allow for this consistency in achievement. This time variable, in turn, dictates an open entry/open exit policy to keep student attendance levels consistent.

Office Education curriculum is individualized. Students progress through the program at many different levels and speeds, according to need and current level of achievement. Individualized instruction complements the component's open entry/open exit policy; students can enter or leave Office Education on any day.

Additionally, Office Education curriculum is designed to provide positive reinforcement in very small increments--particularly helpful in boosting low self-confidence. Students either experience success at once, or work on improvement until they do experience success. Division of courses into small increments also helps organize what might otherwise appear an overwhelming volume of work, and enables students to focus on the task at hand.

Most Office Education students are spouses, who elect to take an occupational preparation program. As motivated adults, they can and should manage their own curriculum in order that the instructor can function as a resource person. Office Education instructors never lecture, never make assignments, never take the initiative in presenting subjects. Instructors teach by responding to specific inquiries, as the student progresses through the curriculum. Instructors also help students break long-range, generalized goals into specific short-range objectives that are challenging but capable of attainment with reasonable effort. In addition, instructors help students increase their employability by learning to work effectively with others and adapting to varying situations.

In June 1973, Office Education incorporated the following careers:

Clerical	Accounting	Keypunch
File Clerk	Accounting Clerk	Keypunch Operator
Receptionist	Cashier I	
Clerk-Typist	Bookkeeper	
Stenographer		
Secretary		

Some occupational titles such as Shipping Clerk and Accounts Receivable Clerk, had been included earlier, but were dropped.

In December 1973, job titles, descriptions, and required courses for each clerical position were modified to more closely conform to job requirements in the six-state region as reported in a study conducted by Office Education and the Mountain-Plains State Offices. The Field Clerk position was dropped, and the new title "Clerk" replaced "Receptionist." Although the Clerk-Typist program did not change, Clerk-Stenographer courses were modified to include all courses previously listed under the title "Secretary."

In November 1974, an Accounting position, Cashier I, was dropped because employment opportunities were not generally available in the six-state region. At the request of the State Offices, typing became a requirement for Accounting Clerks.

Other previously required courses have also been dropped from Office Education. General Business was dropped because 80 percent of all entering students tested out of the course. Civil Service Seminar was dropped because Civil Service tests are given in Glasgow only sporadically. Office Rapport was dropped when its course objectives were incorporated into the Role Playing and World of Work programs under Career Guidance, and into the weight control program under Home Management. Secretary on the Job, a review of required courses for the steno program in an office simulation format, was dropped chiefly because few students could spend the time required to complete it. A Work Experience program for Office Education proved impractical because of the unavailability of suitable stenographer and bookkeeper stations in the Glasgow area. A commercially produced clerical testing program published by Science Research Associates was used for a time, but dropped because pretests and posttests were unavailable.

A textbook, Accounting Fundamentals,[2] part of the Gregg Adult Education Series, was implemented, evaluated and replaced by the more extensive Southwestern text, Century 21 Accounting.[3] Business Writing,[4] a Gregg "Test-Kit," was replaced with Business Correspondence/30,[5] chiefly because less time is required to master the principles in Business Correspondence/30.

Currently, Mountain-Plains is reviewing the Keypunch Operator course. Up to now, jobs have been readily available, but it is projected that keypunch job opportunities will decrease in the future. Discussion of newer equipment has centered on purchase of the IBM Model 3842, in conjunction with the System 3 Computer System. With this equipment, Mountain-Plains could offer occupational training in three areas: 1) Keypunch Clerk, 2) Keypunch Operator, and 3) Keypunch Operator/Maintenance.

Training on more advanced, complex equipment could be incorporated into a new three-month Keypunch training program--or even five-month or eight-to-nine-month program. There are current plans to make a short course in Keyboard typing available in several training areas other than Office Education.

COMPONENT RESPONSIBILITY

Office Education is a component within the Educational Services Division.

The primary responsibility of the component is to implement a curriculum designed to provide students of varying experience, skill and education with the knowledge and technical proficiency necessary to qualify for an entry-level position in an office occupation.

The component's primary research responsibility is to identify competencies required to qualify for an entry-level position in an office occupation, to develop curriculum designed to help students acquire those competencies, and to develop a testing program capable of evaluating student performance.

Routine educational activities include managing student exploration of Office Education, pretesting students in specific curriculum areas, providing instruction in office skills and concepts of employability, managing the performance and cognitive testing program, monitoring student progress, and preparing routine Mountain-Plains reports and placement evaluations.

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[2] Fritz Noble and Frank Hoffman. Accounting Fundamentals. New York: McGraw-Hill Book Company, 1971.

[3] Boynton and others. Century 21 Accounting. South-Western Publishing Company, 1972.

[4] Reed. Business Writing. New York: McGraw-Hill Book Company.

[5] Fruchling and Bouchard. Business Correspondence/30. New York: McGraw-Hill Book Company, 1971.

COMPONENT OBJECTIVES

Office Education's general objectives are best illustrated through a description of required tasks in the six occupational areas offered:

1. Clerk: Routine clerical duties
2. Clerk-Typist: Varied clerical duties involving facility and speed in typing and using other office machines
3. Clerk-Stenographer: Varied and sophisticated stenographic and clerical duties
4. Accounting Clerk: Routine accounting duties and related tasks
5. Bookkeeper: Varied and sophisticated bookkeeping duties and related tasks
6. Keypunch Operator: Routine keypunching duties and related tasks.

(See Appendix C for additional information on required skills.)

Certain objectives are supplemental to the formal curriculum. For instance, instructors informally advise students regarding development of favorable employability traits. These traits are evaluated by instructors and summarized in the Occupational and Work Attitude Report which is included in the student placement file. In all Office Education programs, consideration is given to the students' personal fitness, attendance, cooperation, self-control, flexibility, industriousness/initiative, quality/quantity of work, and dependability. In addition to successfully completing all performance tests, and attaining certain minimum skill standards, all completors must achieve a satisfactory rating in these personal work traits.

MARY KAY

Mary Kay is 25, divorced, and a single head of household with one child. She is from Wallace, Idaho, where she has worked for the past two years as a cocktail waitress. Desparate about her increasing inability to meet living and medical expenses--especially following the divorce--Mary Kay went to the county welfare office to seek assistance or advice. There she learned about Mountain-Plains and applied at once for admission. Three months later she was accepted and is now enrolled in a Clerk Stenographer course. Her shorthand skills are exceptional, and though it is not required, she practices regularly at home, using cassette dictation tapes prepared for Office Education students by the instructors. Her eventual ambition is to become a legal secretary, to buy a trailer for herself and Brian--her four-year-old son--and to move "somewhere that schools are good, for Brian's sake."

Mary Kay likes best about Mountain-Plains the freedom she has to work at her own pace. She is expected to complete the entire curriculum within four months--one of the fastest students ever to go through Mountain-Plains. She also likes the convenience of the child care services provided and is especially pleased that Brain has begun to read a few words.

On the negative side, Mary Kay cites the loneliness of Mountain-Plains for a divorced mother. She feels she is left out of many social events to which "couples are always invited." Though there are social activities available for single women, it is not always easy to go out in the evenings because of the problem involved in getting a babysitter. Mary Kay socializes primarily with women who, like her, are divorced, and she finds the inevitable recollection of marital problems depressing. She has begun to spend more and more time studying at home, therefore, but recognizes that because of this she will soon be able to leave Mountain-Plains. Mary Kay looks forward to leaving Mountain-Plains and beginning a new job--however, she describes the program as "the chance I needed to show what I could do; it's been lonely, but worth it--this is the first time I've felt like somebody believed in me."

COMPONENT FUNCTIONS

Routine student operations in Office Education follow a plan of exploration and orientation, pretesting, enrollment, placement in area and curriculum, training, evaluation, and completion.

All these steps are routine in an individualized, open entry/open exit plan. Students quickly become aware of where LAPs and materials are filed, and where to obtain tests. From that point on, they can generally set their own pace. LAPs refer students to necessary materials and equipment, and indicate step-by-step procedures. LAP tests are scored by students (with the exception of Accounting tests, which are scored by instructors). Course and unit tests, performance tests, and objective tests, are scored by instructors. The Student Progress Record lists LAPs and tests to be completed by the student, and provides space for recording time spent on each LAP, and date of completion. Instructors monitor SPRs to determine whether the rates of progress are appropriate for each individual. Students who study material at home record time spent for inclusion in research data. Homework is never assigned. Mountain-Plains staff believe that because most students have extensive home and child care responsibilities, additional study time should be totally optional.

Before enrolling in Office Education, students must complete Health Education, Consumer Education, Parent Involvement, and Home Management, and must select an office occupation through Career Guidance. Students must meet stated math and communication skill levels to enter Office Education. Stenography students must also score above the 50th percentile on the Turse aptitude test to enter shorthand.

INTERCOMPONENT FUNCTIONS

Office Education instructors work very closely with student advisors, reporting and conferring on student progress and problems via the DET and updated Student Work Plans. Together the instructor and advisor determine when a student will enter Office Education, how much Foundation Education is needed, and what the projected date of completion will be. Special student problems are referred to the advisor. Approximately every two weeks instructors and advisors visit informally about students' progress and problems. Office Education staff generally refer students with negative attitudes about employment to Career Guidance, where they have a chance to develop new perspectives through role playing. Other types of attitudinal problems are usually referred to Counseling.

Foundation Education competencies required for each Office Education course and career area are clearly identified. Office Education instructors work with Foundation Education instructors to coordinate activities and schedules for students who have special problems in math or communication skills. With special permission, heads of households may be scheduled into Office Education for a limited time without meeting entry level requirements. They must eventually meet those requirements, however, in order to remain in the program.

Most Office Education pretesting and posttesting on the course level is accomplished in the Test Center, with scores relayed to Office Education via the SPR. Performance tests, such as typing speed tests, must be taken in the Office Education area where appropriate equipment is available. Scores are telephoned to the Test Center, and included on the SPR.

EXTERIOR FUNCTIONS

On request, Office Education staff administer state merit exams for the Clerical and Bookeeping programs. Individual tests are sent to Office Education from state personnel offices, administered onsite, and returned to the state for scoring. Office Education is authorized to give the United States Civil Service Commission Certificate of Proficiency in typing and shorthand. (See Educational Services Manual for details.)

RESOURCES

Staff

Office Education is staffed by three instructors and a half-time aide. The senior instructor must have a master's degree in education or a related area, and experience in education. The clerical instructor must have a bachelor's degree in business education or a related area, and experience. The keypunch/accounting instructor must have a bachelor's degree in general business education or a related area, and experience.

The four instructors are responsible for selection of equipment and materials, and development of curriculum tests, LAPs, LEGs and reading material. All provide student instruction/assistance, and help gather research data. Additionally, the senior instructor supervises and administers Office Education activities, and coordinates Office Education responsibilities with those of other Mountain-Plains components. A half-time clerical aide checks tests, acts as a receptionist, and does routine recordkeeping and filing. The aide also distributes student papers and handles typing for the instructors. The aide should have some secretarial training and experience.

The clerical instructor normally works with 18 or 19 students. The keypunch/accounting instructor normally has 20 students, with 5 or 6 in Keypunch and 14 to 15 in Accounting. The senior instructor normally has 11 or 12 students, including some from Food Services, Lodging, and Marketing and Distribution. During the 7-hour class day, the entire staff will average 275 student contact hours. Afternoon modules are the first to approach the 56-student capacity and an effort is made to recruit more into morning modules.

Instructors are on duty from 8 a.m. to 5 p.m. daily. They work with students for the first seven hours; the last hour of the day is reserved for scoring papers, evaluating SPRs, attending meetings, writing reports, and organizing materials for the following day.

NOTE TO THE READER

Many students who are enrolled in one program are required to take courses normally considered part of another program's curriculum. Marketing students, for example, must attain a certain skill level in accounting. Students from many programs are required to take typing. Such overlapping of courses permits great flexibility in designing curriculum, and the practice is expected to increase. Staff are now considering development of "hybrid programs," an economical, efficient way of introducing new curriculum by recombining courses within extant programs. A Lumber Salesman program, for example, might merge courses in carpentry, accounting and sales. The possible combinations are vertually limitless.

Most instructional time is spent in discussing problems or achievements with individual students. Students are assigned to specific instructors, but staff flexibility is such that students feel free to call upon any instructor for assistance.

Instructors' duties, in addition to providing assistance in the classroom, include writing Mountain-Plains reports, filling out DETs, compiling information for SPRs and SWPs, evaluating students on the Minnesota Satisfactoriness Scale, evaluating student accomplishments for the Placement Department and attending case or team conferences regarding student problems. Delegated responsibilities consist of writing 90-day reports, which identify for each student the anticipated day of exit from the occupational area; attending weekly communication meetings and reporting to staff the specific student problems discussed at those meetings; and nominating students for the student of the month award.[6]

Facilities

Office Education facilities consist of four rooms. One large room houses student working stations for Clerical, Accounting and Keypunch students, with one corner partitioned for Keypunch equipment. The duplication/videotape room is used for storage, and for audio-visual previewing. Calculation equipment is available to all students in one room. The fourth room provides a quiet study area for shorthand, dictation, or transcription; it also doubles as a general meeting room.

Facilities for an Office Education program must be well lighted, and equipped with spacious storage areas. Adequate space should be provided for student-teacher conferences. Equipment should be readily accessible, and sufficient electrical outlets for that equipment must be provided. Controlled temperature is important for storage of materials and student comfort. Creation of a business office atmosphere is desirable.

Equipment

Necessary Office Education equipment includes typewriters, calculators, adding machines, cassette players, key machines, a television, a study carrel, a keypunch, a verifier, a videotape machine, a strip projector, duplicating equipment, an accounting machine, and a sorter. (See Educational Services Manual for details.)

COMPONENT INFORMATION SYSTEM

Input

Office Education receives an attendance roster, and copies of each student's active student file for recording rates of progress and attendance. The component also receives the FCC posttesting and completion activities report, which lists students scheduled for posttesting and completion activities.

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[6] This award is granted on the basis of outstanding progress or effort. Photographs and short sketches summarizing winners' accomplishments and goals are posted.

A 22-day calendar prepared by student advisors specifies activities for the final 22-day period a student will be onsite. The calendar helps staff determine whether a student can complete all requirements in the time remaining.

Testing information is available from the Data Department, Test Center, or Foundation Education. The student profile sheet is helpful and, in most cases provides complete information regarding students enrolling in Office Education.

The most important information for Office Education staff is test data, available either through the Test Center, or from Student Progress Records. Test data are used in validating certain portions of training, and projecting time needed for students to complete necessary work in particular areas. All pretesting scores from the Test Center and the additional tests given in office education are indicated on the SPR and summarized on the SWP, for comparison with tests results at the end of a student's training period. The component is not formally advised of final or posttesting results, but students are normally very proud of the dramatic increase in posttest scores and inform instructors of this improvement.

Management reports, communication meeting reports, DET reports, and counseling profiles are additional sources of information for the Office Education staff.

Placement report evaluations are initiated by instructors who spend the most time within an individual student's occupational area. Two evaluations are developed. The first is sent to the Placement Office approximately 30 days before the student completes all work in the area. This advance report is identical in format to the final report, but a student's traits or accomplishments may change in the 30-day period, and an updated evaluation must be filed. The purpose of the advance evaluation is to permit state coordinators to begin searching for positions, arranging interviews, and compiling information of concern to the student: cost of living, job availability, possibility of promotion and/or advancement in earnings, schools, housing, and community resources available at the family's new place of residence.

Office Education also receives weekly placement reports noting student placements and rates of pay. The Placement Action Summary provides important information regarding completing students: job title, anticipated salary/benefits, and the state coordinator's/or prospective employer's impressions.

Output

Office Education disseminates a standardized Senior Status Report--a communication sent to Educational Services supervisors noting the "happenings" of the week. Additionally, 90-day calendars are prepared for completing students. Student evaluations covering typing, shorthand, and keypunch skills are prepared for Placement.

COMPONENT IMPLEMENTATION SUGGESTIONS

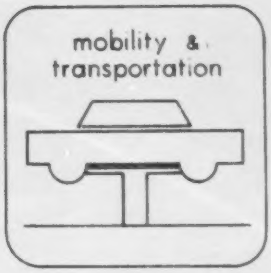
Careful budgeting for space, instructors, equipment and materials is essential. A ratio of one instructor to 18 or 20 students is adequate if no major research efforts are planned. In addition, it is recommended that budgetary provisions be made for the following equipment:

- One typewriter per Clerical student
- One typewriter for every four Accounting/Keypunch students
- One study carrel (equipped to handle projectors and cassette players) for every 15 students
- One adding machine per Accounting student
- One calculator for every five Clerical students
- One full keyboard adding machine for up to 70 students
- One transcription machine for every four Clerical students
- One spirit duplicator
- One Thermofax
- One Xerox machine
- One videotape recorder and monitor.

If possible, the program site should be located near a source of employment for trained students. Employers can help give a sense of direction to curriculum development by specifying the type of training necessary and selection criteria for employees. Additionally, prospective employers can visit the center to discuss job possibilities and salaries, provide motivation, and answer questions posed by both instructors and students. With employment available nearby, work experience could be made available for students who need additional training to build confidence and competency.

EDUCATION SERVICES DIVISION

MOBILITY AND TRANSPORTATION COMPONENT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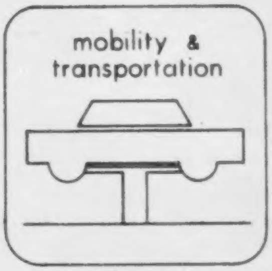
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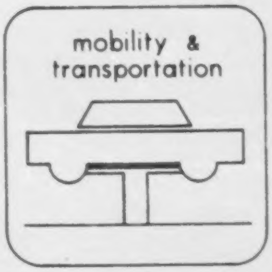
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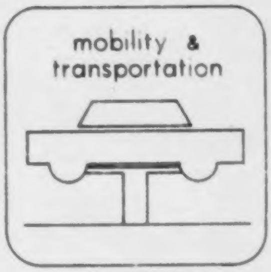
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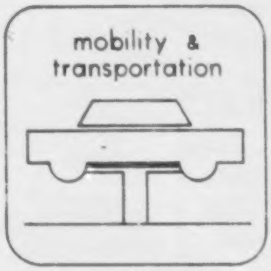
mobility &
transportation

OCCUPATIONAL PREPARATION:
MOBILITY & TRANSPORTATION

DEVELOPMENT AND CONCEPTUALIZATION

Training in Mobility and Transportation is divided into three instructional fields: Small Engine Mechanics, Automotive Mechanics, and Support Welding.

Course work is comprehensive, and each field offers instruction related to specific occupational areas. For example, students in Small Engine Mechanics receive instruction in such areas as basic small engines (four-cycle, two-cycle, and small rotary engines); motorcycles, snowmobiles; chainsaws; and outboard marine mechanics. Instruction in Automotive Mechanics is divided by career ladder steps: lubeman, mechanics helper, light duty mechanic, front-end alignment, engine tune-up, engine repair, brake repair, automatic and standard transmission, auto air conditioning, and general mechanic. Instruction in Support Welding is designed to teach students the necessary basic techniques for arc and gas welding.

A comprehensive pretest is administered to establish both cognitive and performance skill levels. Following the pretest, a Student Work Plan is initiated. The SWP specifies what LAPs are necessary for completion of the training program, according to pretest results and the student's career choice. Students needing additional work in mathematics and communication skills, in conjunction with their chosen career field, enter Foundation Education.

Using the SWP, instructors estimate the approximate time a student will need to complete a specific area. Thereafter, instructors work with students on an individual basis, ensuring that they can progress through their chosen curriculum without difficulty. Instructors also prepare personal student progress charts.

COMPONENT RESPONSIBILITY

The component is responsible through the senior instructor to the associate director of the Educational Services Division.

COMPONENT OBJECTIVES

The primary objective of Mobility and Transportation is helping students develop entry level cognitive and mechanical skills for automotive and small engine repair occupations.

Students in the Automotive program are required to demonstrate knowledge and competence in the observance of accident prevention; the mastery of cognitive skills; and the use of tools, equipment, and materials.

Students in the Small Engine program are required to demonstrate knowledge and competence in the use of work orders, the use of shop manuals, identification and proper handling of tools, correct provision of repair services, and the use of appropriate equipment and procedures.

Auxiliary Mobility and Transportation objectives include the following:

- Development of individualized Mobility and Transportation curriculum
- Development of performance based tests and multiple choice cognitive written tests for pre- and posttesting
- Development of student terminal performance objectives, Student Progress Records, and Student Work Plans
- Gathering of research data as requested by Research Services
- Identification of significant employability traits, such as punctuality, high quality production, and proper observance of shop related safety.

COMPONENT FUNCTIONS

The Automotive program teaches cognitive and performance skills under the following occupational job titles:

- Brake and Front End

- Engine Repair and Tune-up
- Tune-up
- General Mechanic
- Light Duty Mechanic
- Engine Rebuilder.

The Small Engine program teaches cognitive and performance skills relating to the repair and maintenance of small engines, motorcycles, snowmobiles, chainsaws, outboard marine engines, and related garden and recreational equipment.

Based on pretest results, required courses and units are specified for each student prior to program entry. Sample units include shop safety, tools and equipment, and parts and accessories; specific requirements vary for each student.

Once required courses are completed, a student begins study of the appropriate procedures and fundamental concepts relevant to actual work in the shop.

For each LAP there is an appropriate multiple choice test. These tests are self-administered and corrected, enabling students to immediately identify weaknesses, and plan subsequent study accordingly.

After completing each LAP within a unit, a student takes a written posttest. If applicable, the student also takes a performance test for the unit--e.g., overhauling an alternator. The performance test is always graded first. Students who pass the performance tests proceed to the next unit. The written test is usually not even graded in this case. If students fail the performance test, however, both the written posttest and the performance test are thoroughly evaluated and prescriptions made for additional study or practice. Overall, the primary purpose of written tests is to help pinpoint areas of weakness, rather than serve as a vehicle for validation of skills. Actual performance is emphasized as much as possible.

The student SPR is used by both students and staff to keep accurate records of time spent on each course, unit and LAP, as well as completion dates. This record enables students to know which course, unit or LAP should be studied next without having to wait for an instructor's direction. As automobiles are scheduled into the area for repair, students needing either specific practice or performance testing are assigned to work on them. Upon satisfactory completion of all performance tests, students are given a posttest in the Test Center to measure cognitive change and growth.

Because welding is a frequent necessary service in both automotive and small engine repairs, a short gas and arc welding course is taught in Mobility and Transporation.

INTERCOMPONENT FUNCTIONS

Scheduling

As students complete an activity, such as welding, Scheduling is informed, and students are rescheduled into either Occupational or Foundation Education.

Student Advisors

Close contact is maintained with student advisors concerning a student's progress or problems that might affect job performance or work attitudes. As a student enters an instructional area, a student advisor fills out a student profile and sends a copy to the appropriate instructor(s). This profile is useful in predicting and preventing problems. (See Educational Services Manual for the proper form.)

Career Guidance

When students are seriously considering a particular occupational area, Career Guidance schedules them into that area for Exploration. Instructors give interested students a tour of the work area, explain various activities, and answer any questions they can. (See Chapter IV for a more thorough review of Exploration.)

Counseling

Counselors provide instructors insight on handling student problems. Instructors, in turn, inform counselors of any potential problems.

Foundation Education

When students have difficulty with curriculum, they are rescheduled into Foundation Education.

Curriculum

A close relationship is maintained between the instructional area and the Curriculum Department. Curriculum must be updated regularly as models and technical concepts change. Instructors are encouraged to maintain close liaison with employers, in order to remain aware of changing job requirements.

Testing

Students may challenge a unit by taking a pre-unit test. Those who successfully complete both the written test and the performance test are not required to complete all LAPs within that unit. This practice is in keeping with Mountain-Plains' philosophy that students should never be required to spend time studying or practicing what they already know.

Placement

Instructors provide the Placement Office an Instructor Evaluation on each completing student. (See Educational Services Manual for a copy of this form.)

EXTERIOR FUNCTIONS

Automotive instructors maintain contact with the Automobile Rebuilders Association, local dealerships, General Motors Training Center, local machine shops, and Ford area training representatives to learn the latest techniques in automotive and small engine repair.

RESOURCES

Staff

Mobility and Transportation is staffed by a senior instructor, two automotive instructors, one small engine instructor, and an instructional/clerical aide. Instructors are highly qualified and represent a variety of backgrounds, which includes experience in both educational institutions and private industry.

The senior instructor is required to have some experience with trade schools, and extensive experience teaching certification and auto dealers' courses. Experience teaching auto mechanics is also required.

He/she is responsible for supervising and managing the Mobility and Transportation component.

Instructors are responsible for teaching and supervising the students in the various shop areas. Education and teaching experience in automotive repair is desired. The instructional/clerical aide maintains various records and files of the component. He/she should have clerical experience.

Facilities

The Mobility and Transportation component utilizes two buildings: an automotive building comprising 7000 square feet, and a small engine repair building comprising 3000 square feet. Each has an exhaust system with hoses that retract to the ceiling when not in use. A tear-down and cleaning in the automotive area reduces the amount of grease and dirt that inevitably comes with overhauling engines and transmissions. Work benches with doors at the base are used to store parts. Keeping the shop neat and clean is a recognized priority.

Equipment

Shop equipment is up-to-date and of the same quality as equipment used on-the-job nationwide. This insistence on quality encourages an early concern for fine workmanship; and use of modern equipment facilitates a student's later transition to actual employment. Instruction and demonstration work is done on public, staff, and program vehicles and engines, which enables instructional shop activity to represent, as close as possible, actual shop work. Most cars on which students work are brought in by Glasgow residents, who are informed of the availability of this service through newspaper advertising. Local customers pay for parts and are also charged a very nominal labor fee.

COMPONENT INFORMATION SYSTEM

The Mobility and Transportation component shares information with other components through various reports and memos.

Input

A DET form is issued weekly by Data Monitoring for students who are due for a six-week review. The DET is accompanied by a computer printout which informs the instructional area of student progress during the last six weeks.

A Building Custodian Report informs the custodian what days he/she can have repair work of nonemergency status performed, and who to contact to make arrangements.

A completion roster provides projected completion dates for students within 90, 60, or 30 days of exit. Any disagreement on completion dates may be transmitted to Data Monitoring for appropriate changes.

A student roster printout for recording attendance is brought to the instructional area each Friday in order that instructors may plan a student's workload.

Output

Each instructional area is responsible for keeping other components informed of Mobility and Transportation activities. A Senior Instructor's Report summarizes total student attendance throughout the week, capsulizes minutes of staff meetings, covers staff development activities, and notes problem areas and accomplishments.

If instructors recognize a problem that should be shared with a student's counselor or advisor, a DET form is transmitted to the appropriate area.

An Instructor's Evaluation (placement package information) form is used to inform the placement officer and six state staff of equipment each student is skilled in using, personal traits, work habits, and any additional information the instructor may feel is necessary.

A Supervisor's Accident Report form is utilized to report accidents; and a Classroom Attendance form is filled out for future reference.

COMPONENT IMPLEMENTATION SUGGESTIONS

Replicators should keep in mind that the need for additional staff increases in inverse proportion to students' entry level skills. Admission of students with basic skills below the fifth grade level generally necessitates an unrealistic student-teacher ratio. In addition, students unable to readily negotiate curriculum have a high rate of noncompletion; those who negotiate the curriculum too easily tend to become bored with curriculum that seems geared to slower students. Though self-paced, individualized instruction minimizes this problem, it is recommended that all students have at least a basic set of foundation skills in common so that drastic differences in learning rates will be reduced.

Geographic and climatic conditions should be given consideration in selecting a program site. Facilities may be difficult and costly to heat in inclement weather.

marketing & tourism
motel

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motel

EDUCATION
SERVICES
DIVISION

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MARKETING
AND
TOURISM
COMPONENT

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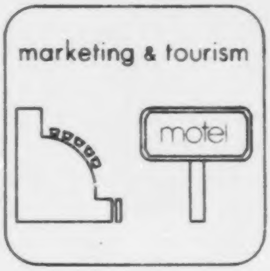
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OCCUPATIONAL PREPARATION: MARKETING AND TOURISM

DEVELOPMENT AND CONCEPTUALIZATION

The Marketing and Tourism component was developed to provide trained personnel for a fast growing area of entry level employment. As with all Mountain-Plains occupational components, an open entry/open exit format permits complete flexibility in student placement. Individualized instruction complements the open entry/open exit approach.

Great emphasis is placed on giving students an opportujity for upward mobility. From Shipping and Receiving Clerk to Mid-Management Trainee, Mountain-Plains has developed a career ladder of skills. Students begin with entry level skills and progress as far up the ladder as ability and initiative will allow. (See Appendix B.)

COMPONENT RESPONSIBILITY

As a component within the Educational Services Division, Marketing and Tourism is responsible to the coordinator of educational services, and ultimately to the division associate director.

COMPONENT OBJECTIVES

The major objective of the Marketing and Tourism component is the proper preparation of students for entry level positions within Lodging, Food Services, and Marketing and Distribution. (Specific objectives for each job title are presented in Appendix D.)

Second, the Marketing and Tourism component helps students develop suitable behaviors needed for successful employment. STPOs for each Marketing and Tourism job title reflect needed entry level skills, yet at the same time are designed to facilitate a student's graduation from novice to experienced worker. Upon completion of the curriculum, students should be able to demonstrate general knowledge relevant to a number of specific situations. (See Appendix D.)

COMPONENT FUNCTIONS

Students' employability is evaluated on a continuing basis through use of a Developmental Employability Traits (DET) form. Student advisors gauge student progress through the program with respect to both vocational and behavioral skills. Upon a student's validation of all relevant vocational skills, instructors prepare an Instructor Evaluation which describes any behavioral problems, and covers recommendations regarding the conditions under which a student is most likely to experience employment success. For example, it may be predicted that a student will do well in a job demanding great physical dexterity but little paper work. One student may appear to do best under close supervision; another will thrive in circumstances where personal initiative and independence are demanded. Such observations, though necessarily subjective, can greatly assist state office personnel in placing students.

The component's first instructional priority involves making students sufficiently knowledgeable to "talk the industry." Students who have a firm grasp of past, present, and future trends and policies are far more confident and generally fare better during an interview.

Progress in Marketing and Tourism, as in all Mountain-Plains curricula, is monitored through a Student Work Plan. Total hours budgeted and actual hours required to complete each unit are noted on this form, along with test criteria achieved. Information on hours of attendance is taken from the Student Progress Record, which is maintained by both student and instructor. Whenever students complete a LAP test, they record the number of hours required for that LAP on the SPR.

Both cognitive and performanced based tests are utilized in Marketing and Tourism--although some units have only cognitive tests. Performance tests demand 100 percent accuracy. If cognitive tests are the sole basis for judging performance, 90 percent accuracy is required. When both tests are administered, the performance based test is the basis for evaluating student competence. Cognitive test results are then examined solely to pinpoint problems.

Occupational programs offered in Food Services include Kitchen Helper, Short Order Cook, Restaurant Cook, Institutional Cook, Kitchen Supervisor Trainee, Chef Trainee, Restaurant Manager Trainee, Second Baker and Bakery Manager Trainee. Occupational programs offered in Marketing and Distribution include Shipping and Receiving Clerk, Checker-Cashier, General Salesperson, Professional Salesperson and Mid-Management Trainee.

Since Marketing and Distribution has various job titles/levels, the student can select a level of training commensurate with his/her ability.

LUCY AND FRANK

Lucy and Frank, five years married with no children, are an exceptional Mountain-Plains couple in that Lucy is the head of household. A mildly incapacitating back injury forced Frank to quit his job as a truck driver three years ago, and since then Lucy has been the main provider for the family. Frank has worked off and on at odd jobs; but has had no steady employment since his back injury; Lucy has been employed as a sales clerk in several variety stores, but her income has not been enough to raise them above the poverty level. Frank is now enrolled in a Restaurant Cook course, Lucy in a Professional Salesperson course. Based on average estimates, Frank should complete his course well ahead of Lucy.

At first, Frank felt some resentment at Lucy's being designated head of household--even though it was a choice he and Lucy had made. Frank still feels that Lucy should stay home, and is frustrated that his income has not been sufficient to permit this.

Lucy, on the other hand, does not want to stay home. Since she is unable to have children, she feels that life as a housewife would not be sufficiently stimulating or enjoyable. She wants to get out and meet the public and to help provide an income that will enable her and Frank to save enough money for a trip or color television.

Their counselor has recommended role playing, and through exercises like role reversal, Frank and Lucy are coming closer to agreement about their lifestyle. So far, Lucy says, Frank has "just learned to tolerate my ideas about a new job," but she has hope that once she finds a job in which she is really happy, he will come to actually like the idea of her working.

Frank is making good progress in his own curriculum, and his instructor has noted a marked improvement in self-concept. If he completes the Restaurant Cook curriculum in time, Frank is considering going on to validate the Institutional Cook curriculum. His instructor feels he will qualify easily.

The primary obstacle for Frank will be validating counseling. His self-concept is improving, so he will attain that objective. He must also, however, demonstrate an openness to letting Lucy pursue her personal goals. Only then will the counselor agree that the integrative approach to education has succeeded with Frank.

In Marketing and Distribution, the first occupational level--Shipping and Receiving Clerk--requires an understanding of services provided by wholesale and retail businesses, mastery of procedures for processing merchandise and entering necessary information on purchase documents, knowledge of factors which promote good human relations, and ability to perform mathematical calculations related to stockkeeping. Students in the Checker-Cashier program must become skilled in performing mathematical calculations related to selling, operating cash registers, and using correct sales transaction procedures.

Students in the General Salesperson course learn fundamental merchandise display techniques, construction and evaluation of displays, and the fundamentals of good salesmanship. The Professional Salesperson course covers advanced concepts and practices of time management and requires students to apply these concepts and practices in simulated sales situations. For example, students may apply their knowledge of advertising and the fundamentals of sales promotion in constructing an advertisement for a local newspaper.

Mid-Management Trainee students complete a support course in accounting (part of the Office Education curriculum), demonstrate skill in buying merchandise for resale, and perform mathematical calculations related to buying. Mid-Management students also complete a basic Business Finance and Cost Control course and a Supervisory Skills course in which they learn proper procedures for training others for specific jobs and preventing or solving human relations problems.

In Food Services, the Second Baker learns proper procedures for preparing such items as breads, fried goods, cakes and cookies. The Bakery Manager Trainee must complete the Second Baker course, and also master some units within the Marketing and Distribution and Office Education programs. The Bakery Manager Trainee learns inventory pricing and control, fruit and vegetable purchasing, and fundamentals of credit and collection policies, risk insurance, and financial analysis.

The Institutional Cook learns food preparation and serving procedures related to deep fat frying, sandwich and salad preparation, egg and griddle cooking, pan frying, baking, roasting, boiling, and sauteeing. The Kitchen Supervisor Trainee must complete the Institutional Cook course and also fulfill requirements in the Marketing and Distribution and Office Education programs. The Kitchen Supervisor Trainee learns inventory control and pricing plus purchasing of such items as fruits, vegetables, baked goods, beef, pork, and liquor. The Restaurant Cook masters all the skills of an Institutional Cook plus portioning and garnishing, broiling and grilling.

The Restaurant Manager Trainee must also complete the Restaurant Cook course, plus additional units in both Marketing and Distribution and Office Education. The Chef Trainee must complete the

Restaurant Cook course, plus additional units in Marketing and Distribution. The Chef Trainee learns inventory and pricing procedures, food and beverage purchasing and control.

In Lodging, the Desk Clerk learns such procedures as appropriate guest check-in and check-out. The Night Auditor learns appropriate procedures and policies for preparing an audit either manually or by machines. The Supervisory Housekeeper learns procedures, policies, and techniques used in the daily care of the rooms, and maintenance of good working relations with staff. The Assistant Manager (Trainee) learns procedures used in daily bookkeeping, food and beverage purchasing, cost control, dining room services, kitchen equipment maintenance, and equipment safety control. Whenever it can be arranged, students practice newly acquired skills in a simulated setting. A Desk Clerk, for example, works at a registration desk (set up in a classroom) complete with motel register, telephone, calendar, and cash register. The instructor or students may pose as guests and present the Desk Clerk with a series of realistic situations with which to cope--everything from registering a guest to resolving a conflict in reservations. Such simulated experience helps students become proficient in the mechanics of an occupation as well as gain confidence and poise.

INTERCOMPONENT FUNCTIONS

Once a week, the Community Development component provides input concerning changes in student's schedules, including hours, areas, and days affected by the change.

Marketing and Tourism staff communicate with student advisors through weekly Developmental/Employability Traits forms. If special problems arise, instructors contact a student's advisor directly. Additionally, when a student completes all required course work, instructors contact the student's advisor for scheduling to arrange posttesting at the Test Center.

Component staff interact with Career Guidance personnel in two primary ways: new student exploration of the area, and referral regarding needed improvement in personal traits--attitude, motivation, self-confidence. When preparation for student exit is initiated, an instructor evaluation of the student is forwarded to the Placement Office. The state coordinator--who is the primary job developer for the program--uses this form to place the student in a position where he or she stands a good chance of success.

Component staff sometimes formally refer students to Counseling. Additionally, counselors visit informally with students and instructors. If concerns arise--personal, attitudinal, or academic--

instructors may contact the student's counselor. Instructors, counselors, Career Guidance staff and others having close contact with students meet weekly on an informal basis to discuss student-related concerns and to learn from one another's insight and experience.

Students below required entry level in either Math or Communication Skills are scheduled into Foundation Education. Additionally, students having problems related to weight, grooming, finances, or parent-child relations are referred to Home Improvement for assistance.

Curriculum staff provide help in updating curriculum. They may recommend new resource material, expand key sections, change the LAP sequence, rewrite performance criteria, or change requirements in other ways. (See Educational Services Manual for details.)

EXTERIOR FUNCTIONS

Marketing and Tourism staff often contact local merchants to arrange for use of display merchandise. Students who are learning effective sales techniques use the merchandise in designing displays and making sales presentations to the class. These presentations are videotaped and shown to students, who then have a chance to evaluate their own skills first hand. Merchandise displays are often photographed, and outstanding examples posted.

Food Services occasionally prepares luncheons to which staff from throughout the Mountain-Plains program are invited. Following the meal, diners are asked to complete a short questionnaire on the quality of the food and service. The results are used in improving food preparation and service. In addition, Food Services students prepare baked goods for Base Wives' Club functions and other occasions.

RESOURCES

Staff

The component is staffed by three instructors and one part-time clerical aide. Instructors must have experience in their occupational area; education is preferred, but not required. The student-teacher ratio per area fluctuates between 8:1 and 25:1. Each component instructor is available to assist students for seven hours per day, with one hour reserved for report writing and other routine responsibilities. (See Educational Services Manual.)

Equipment

Special equipment needed for instruction in Marketing and Tourism is listed in the Educational Services Manual.

COMPONENT INFORMATION SYSTEM

Input

Marketing and Tourism receives information through class attendance rosters and timecards, pre-validation test results, budget printouts, Management Council reports, Communication Meeting reports, placement reports and Counseling profiles.

Output

Component output includes classroom attendance rosters and timecards, Senior Instructor Reports, DETs, data on completion dates, placement package information, LAP tests, and unit and course posttests.

COMPONENT IMPLEMENTATION SUGGESTIONS

Replicators must keep in mind that many courses within a Marketing and Tourism component demand special facilities--kitchen and dining areas for example, space for student merchandising displays, or a simulated motel registry desk where students can learn to greet guests and arrange accommodations.

In addition, it is important to maintain communication with local merchants, some of whom may be willing to lend merchandise for use in student displays or sales presentations. In some instances, it may be possible to arrange a work experience program through which students can gain on-the-job experience in nearby restaurants, motels, or retail stores.

Simulation of real world experience is an important part of instruction. This can be achieved in many ways. Replication of such settings as a motel lobby or retail sales counter can help students get a feeling for what it is like to be on the job. Use of modern equipment--computerized cash registers, for example--and new merchandise gives students a better acquaintance with the contemporary market, and a better chance of employment.

Students can help create this reality for themselves by assuming roles--motel keeper and tourist, or salesperson and customer. By acting out anticipated problems, students can gain confidence in fulfilling actual employment demands.

It is also particularly important that staff remain aware of current job market demands and shifts in employers' requirements. To the extent possible, curriculum should reflect current trends; this demands great flexiblity in curriculum construction, and built-in time and procedures for regular review.

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